DOCUMENT RESUME

ED 169 274 CE 020 101

AUTHOR	Geisler, Doug; And Others
TITLE	TV Industry. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
INSTITUTION	Coloma Community Schools, Mich.
SPONS AGENCY	Michigan State Dept. of Education, Lansing.
PUB DATE	75
CONTRACT	300-77-0303
NOTE	145p.; For related documents see ED 161 102 and CE 020 072-100
AVAILABLE FROM	Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; *Broadcast Industry; *Career Development; *Career Education; Grade 6; *Instructional Materials; *Learning Activities; Occupational Information; Production Techniques; Programing (Broadcast); *Television; Validated Programs
IDENTIFIERS	Career Development Centered Curriculum Project; Education Amendments 1974; Michigan (Coloma)

ABSTRACT

Focusing on the occupational clusters of business, sales and trades, arts and entertainment, transportation and communication, and technology and research, this unit entitled "TV Industry" is one of three grade 6 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies three career development-centered curriculum (CDCC) elements (e.g., life-role understanding, decision-making skills), four career development themes (e.g., the relationship of education to life-roles), seven unit goals (e.g., the relationship of skills to jobs), and twelve performance objectives (e.g., list ten jobs in the TV industry). Also included in Section I are evaluation procedures (pre- and post-assessments and evaluation tabulation forms) for the unit. Section II describes teaching strategies for six unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include sales department, field investigation, programming, and sound and picture engineering. Section III contains twenty-four reference sheets and section IV contains twenty-four student activity sheets. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169274

2424

Suggested for
Grade 6

TV INDUSTRY

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Lee Downey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 101

TV INDUSTRY

Grade 6

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

Developed by:
Doug Geisler, Engineering & Sales sections
Betty Stelter, Programming section
Joyce Tutton, Elementary Project Coordinator

Edited by:
Charlotte Groff

CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

Gerald Geik, Project Director

Coloma Community Schools
P.O. Box 218
Coloma, MI 49038

William Barrett, Superintendent

The contents of this document were developed pursuant to a grant under Title III of the Elementary and Secondary Education Act administered through the Experimental and Demonstration Centers Program, Michigan Department of Education. However, the opinions expressed herein do not necessarily reflect the position of policy of the Michigan Department of Education.

© Copyright 1975, Coloma Community Schools, P. O. Box 218, Coloma, Michigan.

"TV Industry"
6th Grade

Unit Rationale

This unit is designed for departmentalized teaching since that is a more common school situation. In sixth (6th) grade it includes capsules for language arts, science, math, and social science classes but does not need to be limited to these subject areas. It is hoped that more interaction between departments can be developed by teacher teams as they evaluate the unit and plan for its use.

In the not too distant past most school systems would not have been able to provide the videotaping equipment called for in this unit, but it has become probable that a school now has such equipment available for use directly in the learning situation to broaden elementary students' awareness of the opportunities open in communications' careers.

The availability of this equipment and the impact of television on students' everyday lives provide a joint motivational factor of some significance. Children average 250,000 TV ads by age 18.

Teacher Information

The unit is divided into the following capsules listed by subject area:

Science - 5, 6, (7*)
Language - 4
Math - 2
Social Science 1, (3*)

*Observe that sections 7 and 3 are optional.

Note that all pre-tests should be given at about the same time.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary evaluation sheets and activity sheets.
3. Refer to the Resources and Materials' Columns in the capsules to determine what materials will be needed.
4. Understand the use of the various basic pieces of audio-visual equipment listed in the Resources' Columns. Approach the person in charge of the school's audio-visual equipment for instruction in the use of the equipment needed for the unit.
5. Make arrangements for the students to go on field investigations and for role-models to come in. (See Capsule #3 and Reference Sheets #1 and #2)
6. Find out about careers in TV by sending for more information. (See Reference Sheet #4)

Table of Contents
"TV Industry"
6th Grade

		Page
Section I	Elements, Themes, Goals, and Performance Objectives	1 - 3
	Evaluation Sheets	4 - 28
Section II	Teacher Instructional Capsules	
	Capsule #1 - Introduction	29
	Capsule #2 - Sales Department	33
	Capsule #3 - Field Investigation	41
	Capsule #4 - Programming Department	43
	Capsule #5 - Engineering Department - Sound	51
	Capsule #6 - Engineering Department - Picture	53
Section III	Reference Sheets	61 - 93
Section IV	Student Activity Sheets	94 - 119

	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

Career Development Centered Curriculum Project
ESEA Title III
Coloma Community Schools
Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

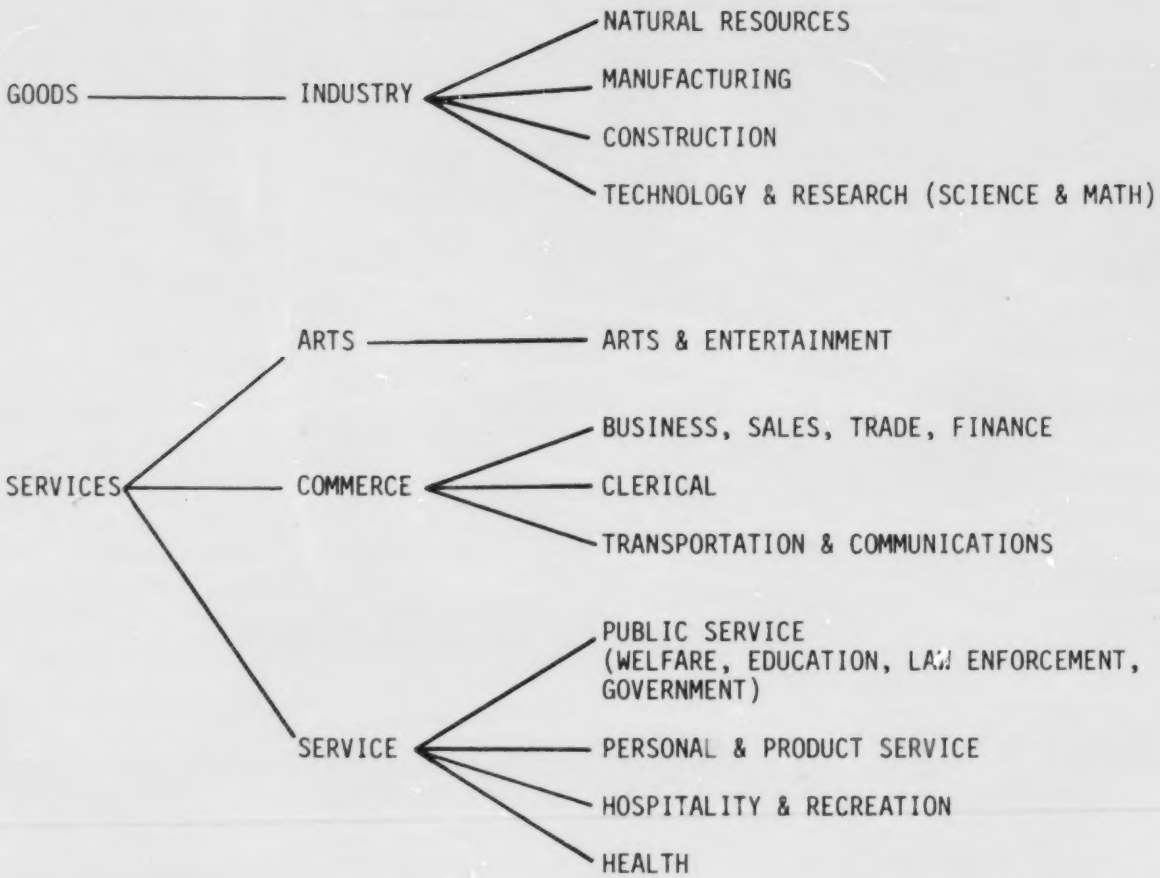
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"TV Industry"
6th Grade

Element #I - Life-Role Understanding (occupational, avocational, family, civic)

Theme 1.3 - The student will understand the relationship of education to life-roles.

Unit Goal - The student will understand the relationship of skills to jobs in the TV industry.

Unit P.O. #1 - Given a list of five (5) workers in the TV industry and a list of skills, the student will match the two.
(Evaluation Sheet #2, Section A)

Unit Goal - The student will understand the relationship of science to jobs in the TV industry.

Unit P.O. #2 - Given a simple illustration of three (3) basic pieces of sound recording equipment (microphone, amplifier, and tape deck or recorder), the student will identify the three (3) pieces.
(Evaluation Sheet #3)

Unit P.O. #3 - Given a simple illustration of four (4) basic pieces of equipment needed to reproduce a TV picture (a camera, switches, a video recorder, and a monitor), the student will identify each piece of equipment.
(Evaluation Sheet #4)

Unit P.O. #4 - Given six (6) different situations each involving a problem with the image produced by the TV camera, the student will make observations and will draw conclusions, with at least 80% accuracy, as to the cause of the problem.
(Evaluation Sheet #5)

Unit Goal - The student will understand the relationship of math skills to jobs in the TV industry.

Unit P.O. #5 - Given five (5) sets of two (2) whole numbers, the student will find, with at least 80% accuracy, what fraction a smaller number is of a larger.
(Evaluation Sheet #6)

Unit P.O. #6 - Given a set of specific data, the student will graph, with at least 80% accuracy, the data which should include: title; label number access; label bars; consistant number scale; and accurate bars.
(Evaluation Sheet #7)

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
(Continued)
"TV Industry"
6th Grade

Unit Goal - The student will understand the relationship of language skills to jobs in the TV industry.

Unit P.O. #7 - Given fifteen (15) statements concerning public speaking skills, the student will identify, with at least 80% accuracy, those skills that are considered desirable. (Evaluation Sheet #8)

Unit P.O. #8 - Given ten (10) statements concerning writing skills, the student will identify, with at least 80% accuracy, those skills that are considered desirable. (Evaluation Sheet #9)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will increase his/her knowledge of employment opportunities in the TV industry.

Unit P.O. #9 - The student will list at least ten (10) jobs in the TV industry. (Evaluation Sheet #1)

Unit P.O. #10 - Given a list of ten (10) jobs in the TV industry, the student will place, with at least 80% accuracy, each job title under the correct department heading (Programming, Engineering, Sales, and General Administration). (Evaluation Sheet #2, Section B)

Element #II - Decision-Making Skill Development and Utilization

Theme 2.2 - The student will identify and use information about self and life-roles as part of decision-making.

Unit Goal - The student will increase his/her knowledge of employment opportunities in the TV industry.

Unit P.O. #11 - Given a choice of nine (9) types of jobs, the student will choose the one he/she feels best suits his/her interest. (Evaluation Sheet #10)

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
(Continued)
"TV Industry"
6th Grade

Element #III - Realistic Self-Concept Formulation

Theme 3.4 - The student will understand the relationship of his/her interests, aptitudes, and achievements to career goal realization.

Unit Goal - The student will understand how his/her interests relate to certain types of jobs within the TV industry.

Unit P.O. #12 - Given the key to an interest survey he/she has completed, the student will compare how his/her choice of activities matches his/her choice of a job-type within the TV industry. (Evaluation Sheets #11a, 11b, 11c, and 11d)

Evaluation Procedure
"TV Industry"
6th Grade

Pre-Assessment

1. Do not discuss any aspect of this unit with the students before pre-test evaluation sheets are administered.

2. Decide which teacher will be responsible for which areas if yours is a departmentalized situation.

3. Make copies of all evaluation sheets for each student.

4. Distribute a copy of Evaluation Sheet #1 to each student. Read the directions for this sheet aloud as the students read along silently. Help the students read the words, but do not explain the meanings of those words.

5. Follow the same procedure in Evaluation Sheets #2-4 and #6-9.

6. Note that the answers for Evaluation Sheets #1-9 are on page 27 and 28.

7. Use the pre-test section of Evaluation Tabluation Form B to record the students' raw scores from Evaluation Sheets #1-4 and #6-9.

   a. Check the criterion as stated in each corresponding performance objective.

   b. Count the number of students who met the criterion for each evaluation.

   c. Place these totals at the bottom of each pre-test column.

   d. Transfer these totals to the appropriate columns on Evaluation Tabulation Form A.

8. Have the students complete Evaluation Sheet #10. (Note that there are not right or wrong answers; this is just an interest survey.)

9. Have the students complete Evaluation Sheets #11a and #11b. (Refer to Capsule #4)

   a. Give them Evaluation Sheet #11c. Ask them to refer to their copies of #10, 11a, 11b and 11d as they complete 11c.

   b. Use Evaluation Tabulation Form B to indicate those students who completed Evaluation Sheets #10 and #11c by placing a check (✓) after their names.

10. Study the pre-test results carefully to help determine what areas need to be stressed the most.

11. Follow the Post-Assessment procedures at the conclusion of this unit.

Evaluation Procedure
(Continued)
"TV Industry"
6th Grade

Post-Assessment

1. Follow the same procedure as listed in steps 4-7 of the Pre-Assessment instructions, but record all results in the post-test sections.

2. Note that Evaluation Sheet #5 is administered differently. Refer to Performance Objective #4. Observe that this procedure has been designed to evaluate the students' inquiry skills and to encourage the use of those skills.

   a. Use the TV camera to set up some problems involving the image produced.

      1) Create problems by manipulating controls on the camera or by putting the lens cap on or off.

      2) Keep each situation specific enough so that the problem is evident.

   b. Distribute Evaluation Sheet #5 to the students.

      1) Explain that you will be setting up some situations involving problems with the image produced by a TV camera.

      2) Explain that the students are to try to decide what is creating each problem.

      3) Ask them to write their answers on the appropriate lines on Evaluation Sheet #5.

   c. Do a practice problem with the students.

      1) Leave the cord dangling (evidently not plugged in).

      2) Ask the students to observe the situation. Tell them to use the practice square on Evaluation Sheet #5 and to write down the conclusions they have drawn.

   d. Note that other situations should include: lens cap blocking the image; monitor not hooked to the tape deck; picture out of focus; vertical hold distorted; brightness control not adjusted properly; and the camera technique incorrect (i.e. panning too fast, image off center, poor zoom).

   e. Use Evaluation Tabulation Form B to record the students' raw scores from Evaluation Sheet #5.

      1) Total the number of students who made at least five (5) correct observations.

      2) Transfer this total to the appropriate column on Evaluation Tabulation Form A.

Evaluation Tabulation Form A

Unit Name "TV Industry" Teacher _____

Building _____ Grade 6th

Performance Objective	* Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #9 Will list jobs in the TV industry.	1	10	10			
Post- P.O. #9 Will list jobs in the TV industry.	1	10	10			
Pre - P.O. #1 Will match skill with worker.	2 - Section A	5	5			
Post- P.O. #1 Will match skill with worker.	2 - Section A	5	5			
Pre - P.O. #10 Will catagorize jobs according to departments.	2 - Section B	10	8			
Post- P.O. #10 Will catagorize jobs according to departments.	2 - Section B	10	8			
Pre - P.O. #2 Will be able to identify sound recording equipment.	3	3	3			
Post- P.O. #2 Will be able to identify sound recording equipment.	3	3	3			
Pre - P.O. #3 Will identify equipment needed to reproduce a TV picture.	4	4	4			
Post- P.O. #3 Will identify equipment needed to reproduce a TV picture.	4	4	4			

(Continued)

*Administer these tests in the order listed.

Evaluation Tabulation Form A

Unit Name "TV Industry" Teacher _____

Building _____ Grade 6th

Performance Objective		* Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #4	None						
Post- P.O. #4	Will make observations and draw conclusions.	5	6	5			
Pre - P.O. #5	Will find a fraction of a whole number.	6	5	4			
Post- P.O. #5	Will find a fraction of a whole number.	6	5	4			
Pre - P.O. #6	Will graph data.	7	7	6			
Post- P.O. #6	Will graph data.	7	7	6			
Pre - P.O. #7	Will identify good public speakers.	8	15	12			
Post- P.O. #7	Will identify good public speakers.	8	15	12			
Pre - P.O. #8	Will identify good writing skills.	9	10	8			
Post- P.O. #8	Will identify good writing skills.	9	10	8			

(Continued)

*Administer these tests in the order listed.

Evaluation Tabulation Form A

Unit Name "TV Industry" Teacher _____

Building _____ Grade _____

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #11 Will identify a job that best suits his/her interests.	10	1	1			
Post- P.O. #11 None						
Pre - P.O. #12 Will compare choice of job with interests.	11a, b, c, & d	1	1			
Post- P.O. #12 None						

*Administer these tests in the order listed.

Date Returned to Principal _____

Evaluation Tabulation Form B (For use with Evaluation Sheets #1-4)

Unit Name "TV Industry" Teacher _____

Building _____ Grade 6th

1. Use the correct columns below to record the students' raw scores from Evaluation Sheets #1-4.
2. Figure the percentage of growth at the conclusion of the unit. (Optional)
3. Refer to each performance objective.
   A) Count the number of students who met the criterion as stated in each performance objective.
   B) Record this total at the bottom of each column.
4. Transfer these totals to the proper columns on Evaluation Tabulation Form A.

Evaluation Sheet #	1			2 Section A			2 Section B			3			4		
P.O. #	9	9	% of	1	1	% of	10	10	% of	2	2	% of	3	3	% of
NAMES	pre	post	growth	pre	post	growth	pre	post	growth	pre	post	growth	pre	post	growth
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															

28

29

Evaluation Tabulation Form B (For use with Evaluation Sheets #1-4)
(Continued)

Unit Name "TV Industry" Teacher _____

Building _____ Grade 6th

Evaluation Sheet #	1			2 Section A			2 Section B			3			4		
P.O. #	9	9	% of	1	1	% of	10	10	% of	2	2	% of	3	3	% of
NAMES	pre	post	growth	pre	post	growth	pre	post	growth	pre	post	growth	pre	post	growth
17.															
18.															
19.															
20.															
21.															
22.															
23.															
24.															
25.															
26.															
27.															
28.															
29.															31
30.															
30 TOTALS															

Evaluation Tabulation Form B (For use with Evaluation Sheets #5-11)

Unit Name "TV Industry" Teacher _____

Building _____ Grade 6th

11

1. Use the correct columns below to record the students' raw scores from Evaluation Sheets #5-11.
2. Figure the percentage of growth at the conclusion of the unit. (Optional)
3. Use the last two columns to check (✓) those students who completed Evaluation Sheets #10, 11a, 11b, and 11c.
4. Refer to each performance objective.
   A) Count the number of students who met the criterion as stated on each performance objective.
   B) Record this total at the bottom of each column.
5. Transfer these totals to the proper columns on Evaluation Tabulation Form A.

Evaluation Sheet #	5	6			7			8			9			10	11
P.O. #	4	5	5	% of	6	6	% of	7	7	% of	8	8	% of		
NAMES	post	pre	post	growth	pre	post	growth	pre	post	growth	pre	post	growth	11	12
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14. 32													33		
15.															

Evaluation Tabulation Form B (For use with Evaluation Sheets #5-11)
(Continued)

Unit Name "TV Industry" Teacher _____

Building _____ Grade 6th

12

Evaluation Sheet #	5	6			7			8			9			10	11
P.O. #	4	5	5	% of	6	6	% of	7	7	% of	8	8	% of		
NAMES	post	pre	post	growth	pre	post	growth	pre	post	growth	pre	post	growth	11	12
16.															
17.															
18.															
19.															
20.															
21.															
22.															
23.															
24.															
25.															
26.															
27.															
28.															35
29.															
30. 31															
TOTALS															

Evaluation Sheet #1

Name_____

Date_____

List as many occupations as you can think of within the TV industry.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Evaluation Sheet #2

Name_____

Date_____

Match the job title with the description of skills used in that job by placing the correct letter on each line.

A. Sales-record clerk
B. Video engineer
C. Actor
D. Writer
E. Audio engineer

_____ 1. Has the ability to prepare original scripts on topics to stimulate the interests of listeners.

_____ 2. Has the ability to control the equipment that records sound for a TV program.

_____ 3. Has the ability to keep records showing the cost of advertising.

_____ 4. Has the ability to speak clearly.

_____ 5. Has the ability to control equipment that transmits the TV picture.

Place the correct letter on each line to show the department in which each of the following jobs may be found.

A. Programming
B. Engineering
C. Sales
D. General Administration

_____ 1. Broadcast Technician
_____ 2. General Manager
_____ 3. TV Time Salesperson
_____ 4. Scenic Designer
_____ 5. Mixer
_____ 6. Bookkeeper
_____ 7. Producer/Director
_____ 8. Sportscaster
_____ 9. Camera Operator
_____ 10. Writer

Evaluation Sheet #3

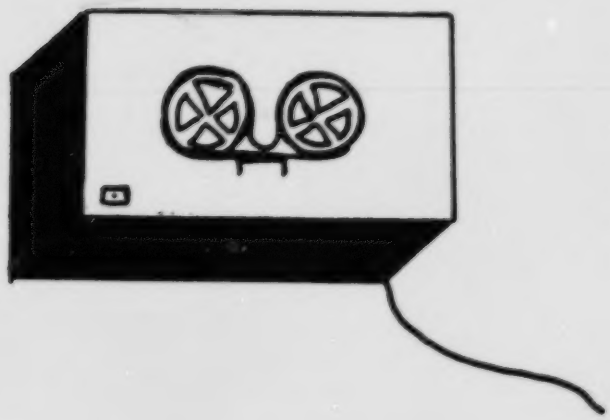
Name _____

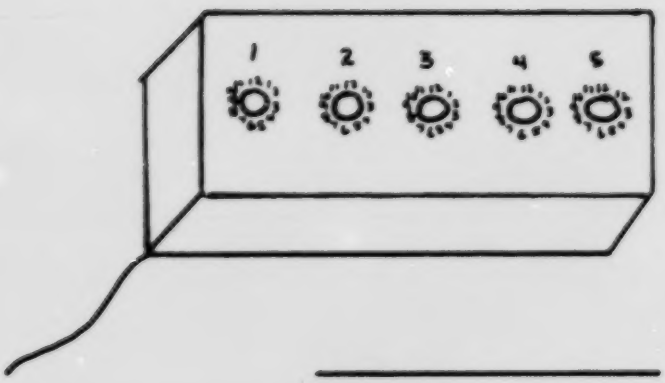
Date _____

Label the sound (audio) equipment illustrated below.

_____

_____





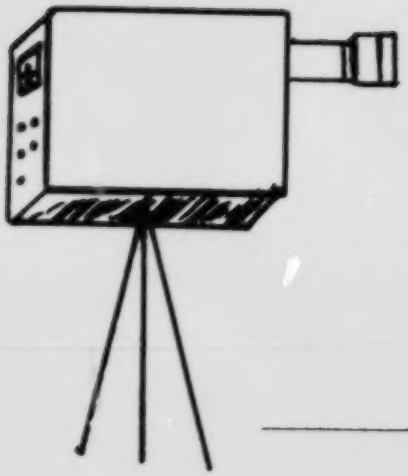
_____

Evaluation Sheet #4

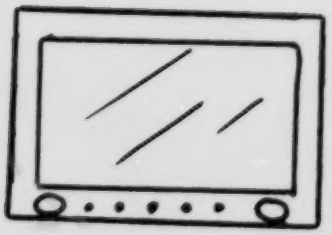
Name_____

Date_____

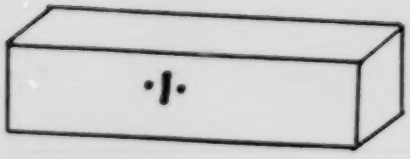
Label the video equipment illustrated below.



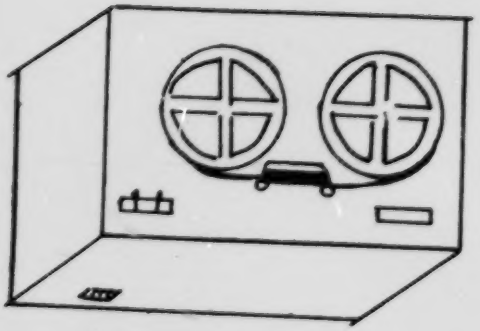
_____



_____



_____



_____

Evaluation Sheet #5

Name _____

Date _____

Your teacher will give you some problems involving the image produced by a TV camera. Watch closely and decide what the problem may be. Write your conclusions in the spaces below.

Practice Problem:

Answer: _____

_____

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Evaluation Sheet #6

Name _____

Date _____

Compute the fraction for each of the following and reduce to lowest terms.

1. 10 is what part of 100? ANSWER: _____

2. 25 is what part of 125? ANSWER: _____

3. 40 is what part of 160? ANSWER: _____

4. 36 is what part of 48? ANSWER: _____

5. 12 is what part of 24? ANSWER: _____

Evaluation Sheet #7

Name_____

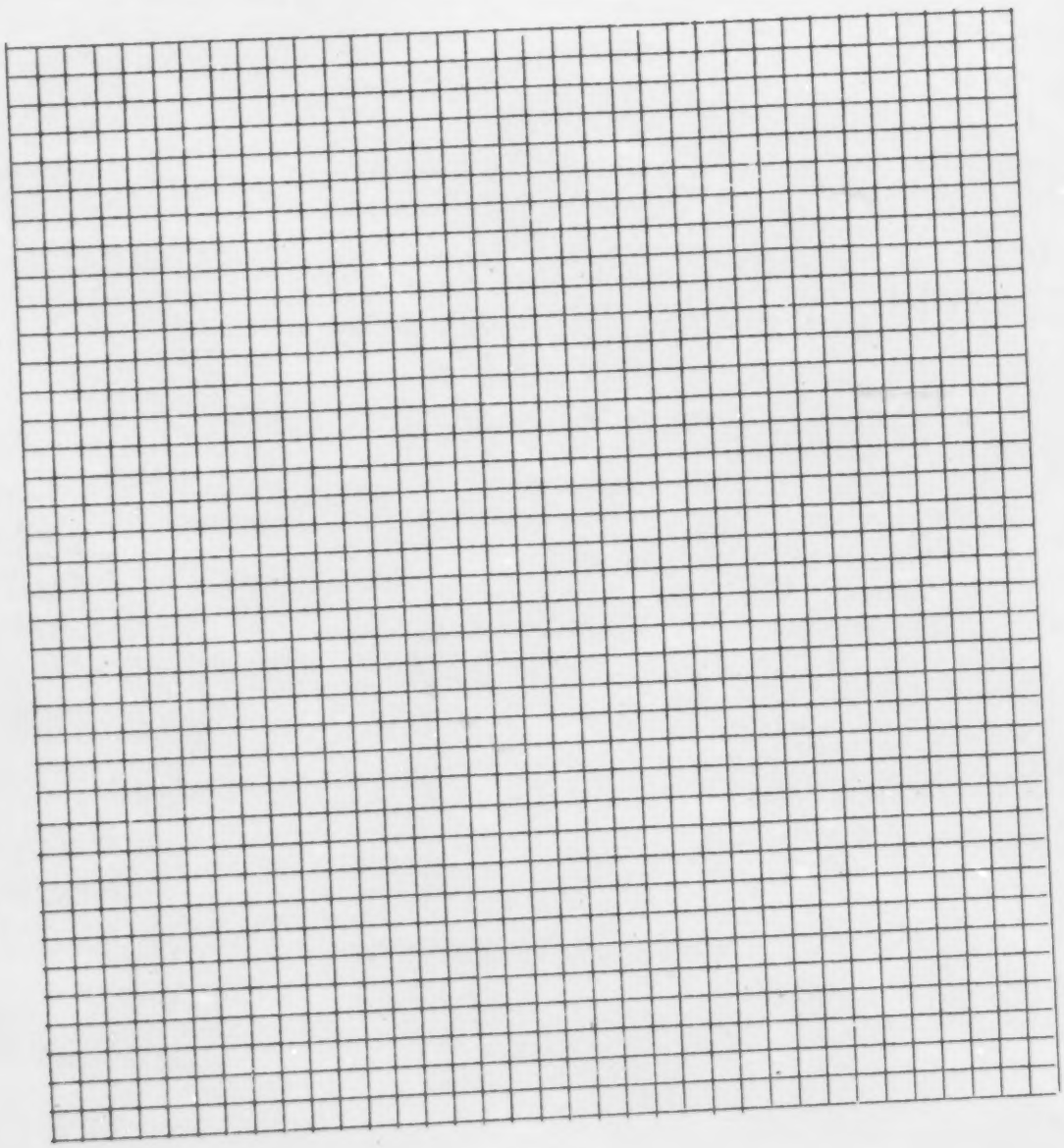
Date_____

Construct any type of graph to represent the information given below.

The number of television sets owned by the residents of the White Tower Apartment Complex is:

Color - 32 Black & White - 48

You may use this graphing paper or the back page.



Evaluation Sheet #8

Name_____

Date_____

The following statements are related to public speaking. Select the correct word or words that make each statement correct.

1. In speaking, your public image (is, is not) important.

2. Your feet should be (approximately twelve inches apart, tight together) while speaking before an audience.

3. You may impress your audience if you use (some, no, many) hand gestures.

4. Punctuation (is, is not) very important when speaking.

5. You (need to, do not need to) worry about controlling your speed while speaking.

6. After your speech is over, you (may, may not) slump in your chair if you so desire.

7. You (do, do not) need to worry about your eye movements while speaking.

8. Learning to breathe properly (is, is not) important when speaking.

9. You (must, must not) use variety in speed when speaking.

10. It (is not, is) important to pronounce your words plainly.

11. Fussing movements (should, should not) be avoided.

12. Voice projection begins when _____.

13. Inflection involves changing the pitch and _____ of the voice.

14. Your _____ movement tells your listeners many things when you walk to the front of the room to speak.

15. Good _____ includes dropping the arms at the sides.

Evaluation Sheet #9

Name_____

Date_____

The following statements are related to writing. Select the word or words which make each statement true.

1. You (do, do not) need to worry about sentence structure when writing a script.

2. (No, Some, All) student(s) has/have good ideas for writing a script.

3. Punctuation (is, is not) very important when writing.

4. In writing a conversation you (may not, may) rewrite some of the conversation in your own words.

5. You (may, may not) ignore paragraphs when writing a script for a television program.

6. You (do, do not) have to meet the time scheduled for a television program.

7. In writing conversation, there (will be, will not be) times when you need to use the dictionary.

8. The way you begin your sentences (is not, is) important.

9. In writing a script, commas (are, are not) necessary.

10. It (is, is not) important that your script be readable.

Evaluation Sheet #10

Name_____

Date_____

If you had the chance to do any of the following kinds of jobs, which one would interest you the most. (Check only one.)

☐ . . 1. Speaking - such as a TV announcer or actor/actress

☐ . . 2. Managing - such as the manager of a TV station

☐ . . 3. Clerical - such as a secretary

☐ . . 4. Selling - such as a salesperson of TV time

☐ . . 5. Artistic - such as a set designer

☐ . . 6. Technical - such as a camera operator

☐ . . 7. Writing - such as a script writer

☐ . . 8. Math - such as a bookkeeper

☐ . . 9. Musical - such as a singer on a commercial

Evaluation Sheet #11a

Name_____

Date_____

For each group of three activities darken your choice for the most preferred activity in the column marked (M) and mark your choice for the least preferred activity in the column marked (L).

Example:	M	L
A Repair a broken machine	0	0
B Look for mistakes in a report	0	0
C Add columns of figures	0	0

		M	L
1.	Run an office	0	0
2.	Be director of an orchestra	0	0
3.	Be an expert on taking pictures	0	0
4.	Sell Christmas cards	0	0
5.	Write the words for a song	0	0
6.	Give popular lectures on your favorite subject	0	0
7.	Try out new automobiles to find out how they can be improved	0	0
8.	Run a gift shop	0	0
9.	Try to make candy for which you don't know the recipe	0	0
10.	Tell stories to children	0	0
11.	Talk to people to decide whether to hire them	0	0
12.	Write a poem about sailboats	0	0
13.	Type letters	0	0
14.	Give music lessons	0	0
15.	Sort mail in a post office	0	0
16.	Be in charge of a play to be given by your club	0	0
17.	Address and mail out advertising for a new can opener	0	0
18.	Figure out how much it costs to produce the can opener	0	0
19.	Sell the can opener	0	0
20.	Use an adding machine	0	0
21.	Put the parts of adding machines together	0	0

Evaluation Sheet #11b

Name_____

Date_____

		M	L
22.	Sell adding machines	0	0
23.	Make things with clay	0	0
24.	Make a talk on your favorite way to spend a vacation	0	0
25.	Write a play	0	0
26.	Wire an electrical outlet	0	0
27.	Do work that requires a lot of mental arithmetic	0	0
28.	Do typing and filing in an office	0	0
29.	Be in charge of the manufacture of greeting cards	0	0
30.	Design the greeting cards	0	0
31.	Teach arithmetic	0	0
32.	Write stories for magazines	0	0
33.	Repair automobiles	0	0
34.	Dance in a talent show	0	0
35.	Write stories for magazines	0	0
36.	Be in charge of selling a magazine	0	0
37.	Decorate store windows	0	0
38.	Keep office machines in order	0	0
39.	Make out bills for a store	0	0
40.	Play a musical instrument in a band	0	0
41.	Meet new people as part of your work	0	0
42.	Take responsibility to supervise others	0	0

Evaluation Sheet #11c

Name_____

Date_____

1. Look at the interest survey you have completed. Write down the numerals which you have marked with an (M).

_____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____ _____

2. On the table below circle the numerals that are the same as yours.

3. Which row or rows did most of your numerals match? Check (✓) it below.

1	6, 10, 11, 24, 31
2	1, 8, 11, 16, 29, 36, 42
3	13, 15, 17, 20, 28, 32, 39
4	4, 19, 22, 36, 41
5	3, 9, 23, 30, 34, 37
6	3, 7, 21, 26, 33, 38
7	5, 12, 25, 32, 35
8	18, 20, 27, 31, 39
9	2, 5, 14, 34, 40

4. Look at Evaluation Sheet #11d. Which type of job does this survey indicate matches your interest at this time?

_____

5. Is your choice on Evaluation Sheet #10 the same as your results in #3 above?

Yes No

REMEMBER--YOUR INTERESTS USUALLY CHANGE MANY TIMES DURING YOUR LIFETIME.

Evaluation Sheet #11d

(Key for Evaluation Sheet #11c)

Type of Job	Question Number
1. Speaking	6, 10, 11, 24, 31
2. Managing	1, 8, 11, 16, 29, 36, 42
3. Clerical	13, 15, 17, 20, 28, 39
4. Selling	4, 19, 22, 36, 41
5. Artistic	3, 9, 23, 30, 34, 37
6. Technical	3, 7, 21, 26, 33, 38
7. Writing	5, 12, 25, 32, 35
8. Math	18, 20, 27, 31, 39
9. Musical	2, 5, 14, 34, 40

Make a transparency of this chart to show the students if possible.

Answers for Evaluation Sheets

Evaluation Sheet #1

See Reference Sheet #4

Evaluation Sheet #2

Section A -
1. D
2. E
3. A
4. C
5. B

Section B -

1.	B	6.	C
2.	D	7.	A
3.	C	8.	A
4.	A	9.	B
5.	B	10.	A

Evaluation Sheet #3

1. Microphone
2. Tape deck
3. Amplifier

Evaluation Sheet #4

1. Camera
2. Monitor
3. Switcher Box
4. Tape deck

Evaluation Sheet #5

1. Lens cap blocking image
2. Monitor not hooked to tape deck
3. Picture out of focus
4. Vertical hold distorted
5. Brightness control not adjusted properly
6. Poor camera technique (i.e. panning too fast, image off center, poor zoom)

*Accept any answer the student can justify

Evaluation Sheet #6

1. 1/10
2. 1/5
3. 1/4
4. 3/4
5. 1/2

Evaluation Sheet #7

There is a total of seven points.

1 point for title
1 point for axis numbered correctly
1 point for a consistent number scale
1 point for each of the two bars labeled correctly
1 point for each of the two bars recorded accurately

The student needs six points to meet the criteria.

Evaluation Sheet #8

1. is
2. approximately twelve inches apart
3. some
4. is
5. need to
6. may not
7. do
8. is
9. must
10. is
11. should
12. you begin speaking
13. loudness
14. body
15. posture

Evaluation Sheet #9

1. do
2. All - have
3. is
4. may
5. may not
6. do
7. will be
8. is
9. are
10. is

Evaluation Sheet #10

There are no wrong answers.

Capsule #1
Introduction

I. Introduce this capsule by arranging to have the necessary audio-visual equipment set up (possibly hidden) in the room to record the students as they enter and prepare for the beginning of class. Note that this recording provides a "kickoff" for the unit with a high degree of student interest and involvement.

II. Play back the recording to the students with a very general explanation of how it was made and what equipment was used.

III. Tell the students that a typical TV station may be divided into four departments. Write these four department headings on the board, or make a transparency from Reference Sheet #5, and discuss the main activities of each department. Observe that the principle activities are underlined.

A. Programming: Explain that the efforts of all the people who work in a television station are directed toward the ultimate product of the station, its program service. Say that the planning and production of this service is the job of the programming department. Explain that programming will be studied in the language classes.

B. Sales: Say that it is the job of the sales department to provide a continuing flow of revenue to support the TV station. Explain that it sells time to advertisers in which to advertise their product or service. Say that the sales department will be studied in math classes.

C. Engineering: Explain that the engineering department is the vital link between the television station and the public. Say that in reality engineers may alternately switch back and forth from the network program originating in New York to a projector for a filmed commercial or to a camera in the studio recording a live show. Explain that at the transmitter, other technicians monitor the equipment and adjust it so that the best possible picture is going over the air. Say that engineering will be studied in science classes.

D. General Administration: Explain that this area of a TV station's activities are under the direction of a general manager who concentrates on the business management and administrative work involved in running the station. Explain that this job includes the handling of the daily problems of station operations - in consultation with the program manager, sales manager, and chief engineer. Stress that this department determines the general policies which guide the station's operations and supervises the carrying out of these policies. Say that teachers and selected students from each class will assume the reponsibility for this department.

Resources & Materials	Notes
I. Audio-visual equipment needed: Video tape (1) Camera Microphone Video–tape deck TV monitor Additional equipment which is useful later in the unit to provide more flexibility in recording. Headphone sets (minimum 4) Soundmixer Switching unit A second video-tape camera Additional microphones Lights III. Reference Sheet #5	

IV. Let the students compare these real departments and functions to ways in which the class might role-play them. Include roles such as selling time, writing news or ad, operating video-taping equipment, performing "on-camera," and supervising and planning programs.

V. Ask the students to begin considering in what kinds of jobs they think they might be interested. Remind them regularly not to make a final choice too quickly before they are exposed to the varieties of roles available.

Resources & Materials	Notes

Capsule #2
Sales Department

I. Introduce this capsule as follows:

A. Give and tabulate a quick "mini-poll" of the students' opinions on some topical issue. Avoid TV related opinions at this point.

B. Mention Opinion polls like the Gallop and Harris Polls for comparison.

II. Ask the students to suggest what they think is the function of a sales department in a TV station. Describe it as the "financial backbone" of the industry. Explain that it supports the TV industry by selling time to advertisers who provide revenue for a station or a network.

A. Show the relationship between a program's popularity and the cost of advertising time on that program. (Say that spot commercials cost up to $100,000 and one minute commercials cost up to $250,000.)

B. Show the relationship between a time slot's value in prime time and the cost for commercials at that time. (Define prime time as 7:30-10:00 p.m.)

III. Guide the students toward the development of a survey sheet. Use Activity Sheet #1 for this survey.

A. Use the survey as a means of gathering information.

1. Let it form the basis for practice in some basic math skills. (See Part VI in this capsule.)

2. Let it serve as a news item to be video-taped later in the unit.

B. Let the survey include a comparison of the choices made by teachers versus students, by boys versus girls, and by one grade versus another.

C. Make up the survey sheet as follows:

1. Ask which time slots could be the most valuable to advertisers.

2. Ask the most popular program.

3. Ask the most popular program types.

4. Ask the most popular nights.

Resources & Materials	Notes
III. Activity Sheet #1	

5. Ask the most popular networks.

6. Ask the sponsors of the popular programs. (Note that this item is not included in the example.)

D. Let the different classes agree on the following items:

1. Let them choose the time or times to be surveyed.

2. Let them choose a checking method which includes a tally column.

3. Let them decide who will be surveyed - adults, students, other schools.

4. Let them determine how classrooms will be surveyed to avoid duplication.

IV. Have the students conduct the survey.

V. Have the students total the responses for all the questions and groups on Activity Sheets #2a and #2b.

VI. Choose from these optional related activities.

A. Let the students report data in one of the following ways:

1. Let the students develop the responses into fractions, ratios, percentages, etc. Do this as a class. (See Activity Sheet #2b for this procedure.)

2. Let the students chart the results using line graphs or bar graphs on graphing paper. (See Activity Sheet #3 and Reference Sheet #6)

3. Have the students enlarge the charts for use on a TV program. Let them turn the charts over to the programming department.

B. Use discussion or role-playing to acquaint the students with advertising procedures. Use Activity Sheet #4. Let the students role-play the following workers:

Resources & Materials	Notes
V. Activity Sheets #2a and #2b	
VI. A. Lettering guides Rulers Tagboard	
1. Activity Sheet #2b	
2. Activity Sheet #3 Reference Sheet #6 Graphing paper	
B. Activity Sheet #4	

1. Have one student be the Sales Manager.

   a. Let the sales manager contact the programming department to decide how much time is available for commercial purposes.

   b. Have the sales manager determine the fees to be charged to the sponsors. Let him/her confer with the sales people and have them agree on how they will barter.

   c. Have the sales manager design a contract. (Explain that an agreement drawn up between the sponsor and the salesperson includes the code of ethics for broadcasting.) Let the students search to find examples of contracts; i.e., a teacher contract. (See Reference Sheet #7 or Activity Sheet #24)

2. Have the second student be the Traffic Manager.

   a. Let the traffic manager prepare an "availability sheet" which shows specific unsold time periods. (Use Activity Sheet #5)

   b. Let him/her prepare a log of program activities and coordinate it with all the departments of the station. (See Reference Sheet #8)

3. Have the third student be the Salesperson.

   a. Have the salesperson contact the teachers, classes, student council, principals, cheerleaders, clubs, etc. to try to obtain an agreement to purchase advertising time. (Let him/her even contact individual students.) Be sure the salesperson keeps the fee very small or simply trades goods or services. Let the students compare trading with the payment of real money. (Be sure they decide how they will barter.)

   b. Let the salesperson have the sponsors sign the contracts. (Reference Sheet #7 or Activity Sheet #24)

   c. Have him/her make a simple report listing the types of commercials contracted, the sponsors' names, and the time needed.

Resources & Materials	Notes
c. Reference Sheet #7 Activity Sheet #24	
b. Reference Sheet #8	
b. Reference Sheet #7 Activity Sheet #24	

d. Have him/her turn the information over to the programming department so they may create appropriate commercials.

e. Let him/her turn the contracts over to the bookkeeper.

4. Let the fourth student be the Bookkeeper or Sales Service Clerk.

   a. Have him/her develop a simple bookkeeping system. (Have him/her use Activity Sheet #6 as a ledger.)

   b. Let the bookkeeper tally the finances of the sales department. (Have him/her compute fractions of time purchased individually or by groups.)

   c. Let him/her report the final results to the Manager and the General Manager.

5. Decide if a student will be the Staff Manager or the General Manager or if the teacher will do that job.

   a. Have him/her report the profit on the sales made.

   b. Let him/her appropriate equal funds to each department; i.e., Sales, Programming, and Engineering.

Resources & Materials	Notes
a. Activity Sheet #6	

Capsule #3
Field Invesigation

I. Take the students to an audio-visual department or a TV station to observe the students (or workers) and their use of the equipment. Prepare the students for the field investigation.

II. Do the following planning:

A. Assign students to one of these tasks:

1. Appoint photographers - students who will take pictures on the field trip.

2. Assign tape recordists - students who will record conversations, etc.

3. Appoint reporters - students who will ask prepared questions.

B. Use Reference Sheets #2 and #4 for additional information in preparing field investigations.

III. Make a field investigation of the A-V center or TV station (or both) at this time.

IV. Follow-up the field investigation with these activities.

A. Let the students convey their observations of the studio. Have them compile a list of their observations in the order in which they remember them. Tell the students to write on Activity Sheet #7 the observations according to the impact those observations had on their senses.

B. Let them compare their observations.

C. Have the students listen to a playback of the tape recordings of the investigation. Stop the tapes to compare the information recorded with the observation lists and Reference Sheet #4.

V. Let the students list a tentative preference for a job they might do in the programming and engineering departments. Let them use Activity Sheets #8 and #9 for the job-lists. (Let them use Activity Sheet #4 for role-playing in the Math department.)

Resources & Materials	Notes
A. Notebook paper Pencils	
B. Reference Sheets #2 and #4	
III. Cameras Tape recorders Notepads and notes	
A. Activity Sheet #7	
C. Reference Sheet #4	
V. Activity Sheets #8 and #9 Activity Sheet #4	

Capsule #4
Programming Department

I. Review good writing and public speaking skills before beginning this capsule. Encourage the students to use these skills. (See Reference Sheets #9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, and 10d) Refer also to Section III B below and decide which option to use. (Note that option 1 will require pretaping a news broadcast.)

II. Discuss questions such as the following with the students: (Refer to the survey done in the math classes on Activity Sheets #1 and #2.)

A. Ask what types of programs they spend the most time watching, and why.

B. Ask what is their favorite show.

C. Ask approximately how many hours they watch TV per week.

D. Ask if they watch TV to find out certain things such as weather prediction and sport scores.

III. Familiarize the students with the details of a TV show.

A. Have them explore a TV Guide.

1. Let them find out how often the news is reported.

2. Have them make a comparison of the different networks as to the time and the frequency of broadcasts.

B. Let them observe a newscast to find and report certain information to the class. Let them use Activity Sheets #10a and #10b.

1. Pretape a newscast from a TV monitor to be replayed in the classroom. Choose student groups for viewing the different parts of the newscast.

2. Let the students watch the newscast of their choice, or assign them to watch a certain station at a certain time. (Provide several days for them to get the opportunity for this viewing. Keep a wall chart of those completing the task so that others will be motivated.)

C. Let the students determine a tentative amount of time alloted for each segment of their own newscast: Newscast, Commercials, Weather, Sports, etc.

Resources & Materials	Notes
I. Reference Sheets #9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, and 10d	
II. Activity Sheet #1 and #2	
A. TV Guide	
B. Activity Sheets #10a and #10b	

IV. Have the students search to find information about different jobs and duties in the programming department of a TV station. Have them report to the class on Activity Sheet #11.

V. Allow the students to think about the job they would like to role-play in preparing a TV show. (See Activity Sheet #8) Let them choose writing and supervisory jobs at this time. Encourage the students to consider whether they prefer working alone or in groups before they choose. Appoint a department head and an assistant. (Give all the students some experience in writing a program.) Redivide the students into other roles (acting, designing, etc.) after the program is written. (See Section X in this capsule.) (Have the students refer to their copies of Evaluation Sheets #10 and #11c.)

VI. Let the students (department heads: Programming, Engineering, Sales) meet to coordinate the activities of the different departments.

A. Have them determine the amount of time allotted for each segment of the newscast.

B. Have them decide what the programming department needs to know in regards to the engineering department and vice versa; i.e., sound, lighting, size of set, camera, switches, and placement. Let them make layout sheets to show possible set arrangements.

C. Have them settle what types of commercials will have to be designed to meet the needs of the sponsors. (Let them get this information from the Sales Department.)

D. Let them make a floor plan showing the placement of the equipment and the workers.

VII. Have the students use writing skills to develop their own TV show.

A. Let them work in teams or individually.

B. Have them write the following components of the show: Feature items, News items, Spot announcements (station identification, etc.), Sports news, weather, etc.

Resources & Materials	Notes
IV. Activity Sheet #11	
V. Activity Sheet #8	
D. Tagboard Letter guides Markers Weather charts	

VIII. Have the students improve the script by checking the following:

Timing - meets time requirements established in part VI A.
Neatness - is easy to read in primary type.
Clarity - is easily understood.
Impact - generates interest.

IX. Let the students practice writing news scoops. (See Activity Sheets #12 and #13)

X. Review public speaking skills. (See Reference Sheets #9a, 9b, 9c, 9d, and 9e)

XI. Let the students choose the type of job they would like to role-play in "broadcasting" the show. (See Activity Sheet #8)

A. Explain the following support roles:

Graphic Artists, Set designer, Make-up artists, Costume designer, and Reporter.

B. Describe the following "on-camera" roles:

Announcer, Actor, Actress, News broadcaster, Weatherperson, and Sportscaster.

XII. Prepare for the broadcasting of a simulated TV program.

A. Have the students make a list of the materials for each segment of the broadcast. (See Reference Sheet #11 for suggestions)

Backdrops - cardboard
Props
Graphics (maps, script, cue cards)
Costumes
Make-up
Sound effects

B. Begin rehearsals of the program at this time. Set a deadline for taping the final program.

Resources & Materials	Notes
IX. Activity Sheets #12 and #13	
X. Reference Sheets #9a, 9b, 9c, 9d, and 9e	
XI. Activity Sheet #8	
A. Reference Sheet #11	

C. Let the students meet in small groups to re-evaluate their parts and the materials they have developed.

D. Have the directors from all the departments continue to meet to discuss their progress.

E. Refer to Capsule #6 before practicing in front of the cameras.

F. Have video-taped rehearsals scheduled, recorded, played-back for evaluation, and rescheduled.

XIII. Let the students study words related to the TV industry. (See Reference Sheets #12a and #12b)

Resources & Materials	Notes
XIII. Reference Sheets #12a and #12b	

73

Capsule #5
Engineering Department

I. Secure the equipment necessary to reproduce the sound (audio) portion of a program. Keep a record of the scientific skills used while implementing this unit. (See Reference Sheet #13)

II. Familiarize the students with the equipment necessary for recording sound.

A. Select three (3) students to set up and use the recording equipment. Direct one student to each of the following stations: Microphones, Sound mixer, Tape deck. (See Activity Sheets #14 and #15, and Reference Sheet #14)

B. Proceed with a step-by-step demonstration of how to connect the equipment at the three (3) stations.

1. Illustrate the electrical connections necessary for the transfer of energy.

2. Illustrate the principles of an open and closed system of electrical circuits.

C. Record on the equipment mentioned above a selection of the teacher's or students' choice to demonstrate further the above principles of electronics and the proper use of the equipment.

D. Let the students make labels for the equipment and the major external parts (switches and connectors).

III. Divide the students into groups for the following stations: Microphones, Sound amplifier, Tape deck and Cassettes.

A. Issue tape cassettes and blank tape cartridges to student groups so they can practice using the equipment.

B. Rotate every few minutes to develop skills in connecting, naming, and manipulating this equipment.

Resources & Materials	Notes
Reference Sheet #13	
II. Activity Sheets #14 and #15 Reference Sheet #14	
III. Cassette tape recorders Blank cassette cartridges	

Capsule #6
Engineering Department

I. Secure the equipment necessary to reproduce the picture (video) portion of a program, or make simulated cardboard equipment prior to the lesson. (See Activity Sheets #16 and #17 and Reference Sheets #15, 16, 17, and 18) Have the students complete the activity sheets as they learn how to use the equipment. Continue to identify the scientific skills. (See Reference Sheet #13)

II. Familiarize the students with the equipment needed for video-taping. Direct the students to one of the following stations as demonstrators: TV Camera, Video-tape Deck, or TV Monitor.

III. Add more stations, as the students' skills develop, to increase flexibility and the interaction of the learning situation. Include a second or third TV camera (let one be a "rover" type model), a "switcher" box, some additional "Mock" monitors cut from cardboard boxes, lights, and headphones.

IV. Use an indefinite amount of time at this point to allow for individual skill development in the use of the equipment. Note that assigning students to different stations each day and allowing them to manipulate all the types of equipment would require at least 5 days on a rotating basis as follows: Camera(s), tape deck, switcher, monitor(s), and lights.

V. Emphasize the order of the electrical energy flow which goes from the switcher, to the cameras, to the tape deck, to the monitors.

VI. Make a list of the possible roles in the engineering department. Allow the students to choose the three roles they prefer to do on Activity Sheet #9. Explain that additional roles (stations) would involve supervisory positions such as the technical director, the floor manager, and the program assistant.

VII. Practice taping the rehearsals of the language classes program whenever both groups determine their readiness. Establish a deadline for the final taping.

VIII. Do an actual taping in the form of a school-wide assembly(ies), public performance(s), or both. (See Capsule #4)

Resources & Materials	Notes
I. Activity Sheets #16 and #17 Reference Sheets #13, 15, 16, 17, and 18	
II. TV Camera Video-tape Deck TV Monitor	
III. Additional Camera Switcher Lights Headphones (Highly desirable) Cardboard	
VI. Activity Sheet #9	

77

IX. Insert Capsule #7 if there is time (one week).

X. Note that the electrical model pantomimes included in Capsule #7 can be performed "on-camera" to allow practice in camera movement, light arrangement, switcher timing, and overall coordination of technical efforts. (Substitute any other activity as a source for video-taping and the practice of the skills if Capsule #7 is skipped.)

Resources & Materials	Notes

Capsule #7
Simulating Electrical Models

I. Use Reference Sheet #13 to continue checking the skills. Implement this capsule to reinforce the skills and concepts introduced in Capsules #5 and #6.

II. Use this capsule to serve dual purposes.

A. Let it serve as a means of internalizing knowledge about the structure and function of simple electrical models.

B. Use it as a subject to video-tape in the practice sessions. (Refer to Capsule #6)

III. Eliminate this capsule if time does not allow for its inclusion in the unit.

A. Let Time be a factor when the engineering department and the language classes are coordinating their efforts.

B. Use this capsule to offer flexibility to the engineering department so it may further develop a basic science background if the programming department is still strengthening its writing and speaking skills.

IV. Let the students study and discuss the different types of circuits.

A. Stress the mechanical and electrical energy changes.

1. Explain that an open circuit has no electricity flow.

2. Say that a closed circuit has electricity flowing completely.

3. Explain that a short circuit has electricity flowing partially.

B. Have the students identify the different types of circuits on Activity Sheet #18. (Answers on Reference Sheet #19)

V. Use the following activities to build general background skills on electrical circuitry as developed in Capsules #5 and #6.

A. Let the students make models, or, preferably, pantomine the following circuits:

Resources & Materials	Notes
I. Reference Sheet #13	
B. Activity Sheet #18 Reference Sheet #19	

1. Let them study an electric bell. (Use Activity Sheet #19 and Reference Sheet #20)

2. Let them study an electric motor. (Use Activity Sheet #20 and Reference Sheet #21)

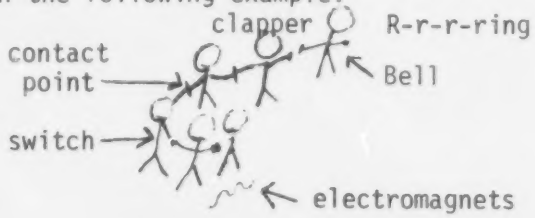
3. Let them study an electric light. (Use Activity Sheet #21 and Reference Sheet #22)

4. Let them study a telegraph. (Use Activity Sheet #22 and Reference Sheet #23)

5. Let them study a telephone. (Use Activity Sheet #23 and Reference Sheet #24)

B. Have the students familiarize themselves with the real models sufficiently to know what "makes them tick." Divide the students into groups so that each person represents a component part as illustrated in the following example:

ELECTRIC BELL



Let them role-play the electrical models (used in Part A above) by connecting themselves with string or with their hands. Stress that the switch will act as the catalyst to activate the model.

Resources & Materials

1. Activity Sheet #19
   Reference Sheet #20

2. Activity Sheet #20
   Reference Sheet #21

3. Activity Sheet #21
   Reference Sheet #22

4. Activity Sheet #22
   Reference Sheet #23

5. Activity Sheet #23
   Reference Sheet #24

Notes

Reference Sheet #1
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

Reference Sheet #2
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #3

Write to obtain further information from the following sources:

NAB (National Association of Broadcasters) pamphlets
1812 K Street, N.W.
Washington, D.C. 20006

If you want air time
So you're going on TV
Free TV
Advertising stopped at 10 o'clock this morning
T.I.O.
The TV code
Study guide on broadcasting
Careers in broadcast news

A Definitive Study of Your Future in Broadcasting
John R. Rider
Rosen Press
New York, NY

TV Works Like This
Jeanne and Robert Bendick (4th Edition)
McGraw-Hill

Careers in Television (booklet)
National Association of Broadcasters
1771 V. Street, N.W.
Washington, DC 20036

Encyclopedia of Careers (2 vol.) Doubleday

Occupational Outlook Handbook
U.S. Dept. of Labor
Bureau of Statistics, Bulletin 1785

World Book Encyclopedia
Field Enterprises
Chicago, IL

Widening Occupational Roles (SRA Kit)
Chicago, IL

Creating a Movie or TV Program
(Filmstrip and Tape; #315-D--#315-C)
Eyegate House
Jamaica, NY 11435

Electronics for Young People (4th Edition)
Jeanne Bendick
McGraw-Hill

Reference Sheet #4

Use for teacher or student information prior to field trip

Listed below are some of the people who are responsible for a television program.

1. Script directors
2. Scenery and set designers
3. Technical directors
4. Painters
5. Actors and actresses
6. Costume designers
7. Electricians
8. Printers
9. Special effects person
10. Boom person
11. Stage manager
12. Lighting engineers
13. Video or picture engineers
14. Camera workers
15. Make-up workers
16. Prop people
17. Wardrobe workers
18. Dancers and singers
19. Truck drivers
20. Carpenters
21. Unit managers
22. Show directors
23. Producers
24. Development engineers
25. Film editors
26. Announcers
27. Researchers
28. Salesmanager
29. Broadcast technicians
30. Newscasters
31. Personnel workers
32. Statistical clerks
33. Time person
34. Film librarian
35. Writers
36. News commentators
37. Darkroom specialist
38. Reporters
39. Publicity photographers
40. Clerical staff
41. Accountants
42. Ushers
43. Telephone operators
44. Public relations personnel
45. Camera repair person
46. Purchasers

Do you know what these workers do?

Reference Sheet #5
(May be used for a transparency)

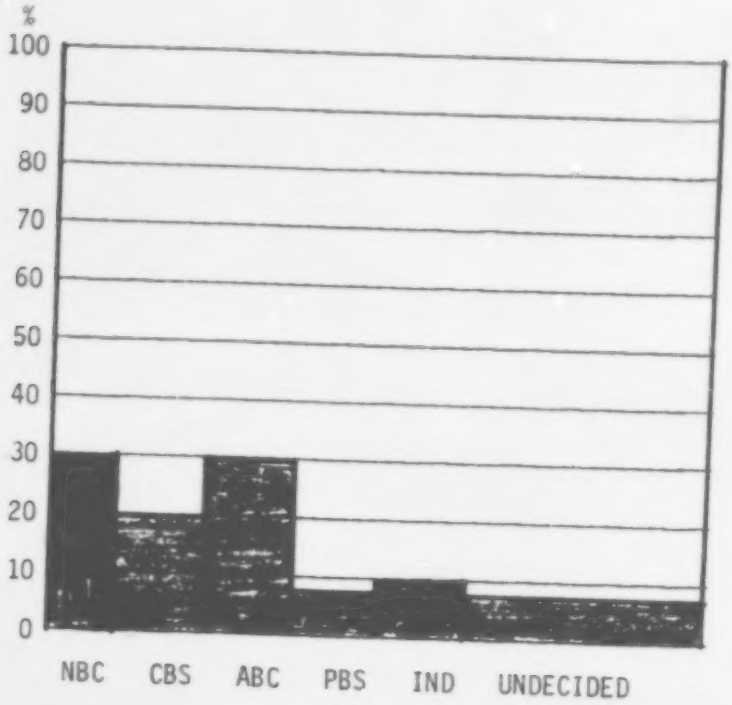
Functions of the Four Departments of a Television Station

PROGRAMMING	SALES
ENGINEERING	**GENERAL ADMINISTRATION**

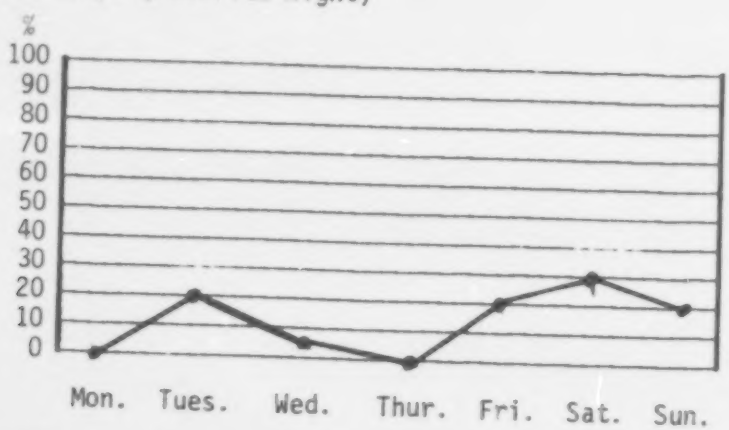
Reference Sheet #6

Examples of Types of Graphs

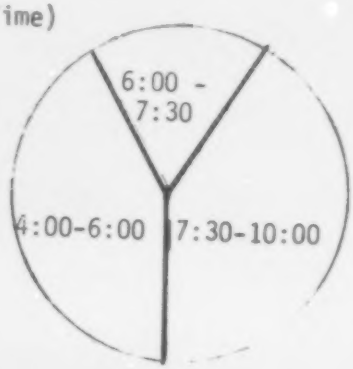
1. Bar Graph (Favorite Network)



2. Line Graph (Favorite Night)



3. Circle Graph (Favorite Time)



Reference Sheet #7
EXAMPLE OF A CONTRACT

STUDENT CONTRACT

I hereby agree to pay _____ for _____

(amount of TV time).

Type of commercial contracted: _____

_____

_____

_____

Date _____ Signatures _____

_____

STUDENT CONTRACT

I hereby agree to pay _____ for _____

(amount of TV time).

Type of commercial contracted: _____

_____

_____

_____

Date _____ Signatures _____

_____

Reference Sheet #8

(To be used by the Traffic Manager in Capsule #2)

Example of a programming log.

COLOMA COMMUNITY SCHOOLS / TELEVISION CHANNEL 5 WCCS-TV

FRIDAY, OCTOBER 24, 1975

TELEVIEWING SCHEDULE: 1st, 4th and 5th hours.

PROGRAM: ANIMAL TAXONOMY

SENT TO: ROOM B-5

TEACHER: HIRSCH

INSTRUCTIONS: BEGIN TEN (10) MINUTES INTO THE HOUR.

LOG:

8:00 a.m. - SIGN ON W/STATION I.D. AND MUSIC. (PUMPKIN-HALLOWEEN I.D.)

8:15 a.m. - ROLL VTR # 106 "ANIMAL TAXONOMY" PART I

8:25 a.m. - STATION I.D. "FOOTBALL TONIGHT. . ."

8:26 a.m. - ROLL VTR # 107 "ANIMAL TAXONOMY" PART II

8:41 a.m. - STATION I.D. W/MUSIC (COLOMA HIGH SCHOOL SUPER SLIDE #2)

11:15 a.m. - ROLL VTR # 106 "ANIMAL TAXONOMY" PART I

11:25 a.m. - STATION I.D. "FOOTBALL TONIGHT. . ."

11:26 a.m. - ROLL VTR # 107 "ANIMAL TAXONOMY" PART II

11:41 a.m. - STATION I.D. (PUMPKIN-HALLOWEEN I.D.) W/MUSIC

12:55 p.m. - ROLL VTR # 106 "ANIMAL TAXONOMY" PART I

1:05 p.m. - STATION I.D. "FOOTBALL TONIGHT . . ."

1:06 p.m. - ROLL VTR # 107 "ANIMAL TAXONOMY" PART II

1:21 p.m. - STATION I.D. (PUMPKIN-HALLOWEEN I.D.) W/MUSIC

1:22 p.m. - SIGN-OFF

Reference Sheet #9a

Public Speaking Skills

I. Stress the importance of body language to the students.

A. Explain that their bodies begin to talk the minute they rise from their chairs.

B. Tell them to walk up to the front of the room with a motion - as if what they have to say is important and worth hearing.

II. Don't tell children to stand straight, to throw back their shoulders, or to lift their chins. Show them how to stand. Have the students pretend that there is a string tightly fastened from the tip of their chins to the little V-bone in the middle of their chests. Let them feel it. Don't let them break the string, have them hold their chins easy and straight. Let them lift their chests just a little so the string stays good and tight. Explain that as simple as this exercise is, the whole body will fall into an easy and natural position.

III. Stress what good posture includes.

A. Have the students drop their arms easily at their sides or clasp their palms just below the waist.

B. Have them avoid all fussing movements. (Refer to the game on the next page.)

C. Have them place their feet about six (6) inches apart, or shoulder width, with one a few inches in front of the other. Let them balance their weight evenly on the balls of their feet.

D. Say that the expression on their faces tells the audience much about them. Stress that it tells if they are calm, relaxed, and happy talking in front of the group or if they are nervous and upset. Say that their eyes should slowly move from one side of the audience to the other. Have them look just a little over the audience's heads if they are nervous.

IV. Explain that learning to breathe properly when speaking is acutally a very important part of Language Arts. Stress that with the element of posture established, free breathing becomes easier.

A. Explain that people breathe all the time, but to breathe correctly is something they must learn because too often they just sort of gasp for a breath and don't let that air really get down into their lungs. Let them stand up and take a deep breath in their regular way. Ask where that breath came from. (Wait for an answer.) Say, "Yes,_____, but that isn't all of it." Explain that right here (Hand on diaphragm) there is a sort of a little pocket below the lungs which are in the chest. Let them breathe deeply to grab all the air they can. Let them see how much more air they can breathe in and how much longer it will take them to let it out. Let the class experiment with breathing and encourage everyone to participate.

B. Stress that deep breathing gives the speaker a flowing tone and counteracts tension and nervousness.

1. Have the children put their hands lightly on their diaphragms.

2. Tell them to slowly breathe through their noses and mouths as deeply as possible to allow their diaphragms to move upward as they inhale each time.

3. Encourage them to breathe without lifting their chests and shoulders.

C. Let the students play a "Breathing Game."

1. Have them be seated. Let one student at a time come to the front and stand before the class. Ask him/her to take one of the new deep breaths and start talking about his/her experience. Have the class count the number of words he/she says before he/she runs out of breath.

2. Let him/her choose another student to come to the front.

3. Note that this breathing exercise serves two purposes.

a. Observe that it teaches the students to breathe deeply and smoothly in a public situation.

b. Note that it forces them to think quickly without too much previewing in order to put together words which still make sense.

4. Have them read from a book or a cue card. Make a contest to see how many can finish a card in one breath.

V. Stress that voice projection starts when speaking does. Help a child to be heard clearly by pointing out an object in back of the room (or the farthest distance from speaker) and by asking the student to speak loudly enough so that if that object had ears it could hear him. Make it clear that there is a difference between speaking loudly enough to be heard and yelling. Say that lowering the voice's pitch will give depth and increase the loudness. Explain that raising the pitch produces yelling and voice strain. Demonstrate correct speech.

A. Let the students practice announcing a commercial.

B. Plan many speaking - listening activities for the class.

1. Have the students listen to taped speeches, commercials, etc. Discuss with the students the voices they heard.

2. Record the students reading the cue cards, and discuss their voices.

3. Establish role-playing situations for the pupils in which they play the part of various characters from a familiar newscast. Encourage the children to make up their own dialogue. Let the groups complete the role-playing, and ask the pupils what they noted about the type of speech used in certain situations. Ask if the speech was suitable to the role being played?

VI. Explain that the term, "diction," may refer to the manner of speaking, the enunciation of the words used, or the choice and arrangement of the words.

A. Let the students practice with tongue twisters; i.e., Betty brought some bitter butter, etc.

B. Let the students read aloud poems and rhymes to practice clear enunciation.

VII. Explain that inflection involves changing the pitch and loudness of the voice to express varying ideas and emotions. Say that this practice can put warmth and feeling into whatever people say. Explain that inflection is often a natural act among children.

Let practice in inflection be fun for everybody, even a shy child. Ask if the students ever thought about all the different ways a word could be said? Stress that any word can have several different meanings. Take the little word "oh," for instance, with just two letters of the alphabet. Explain that sometimes it doesn't mean anything much, "Oh, there you are," or "Oh, I don't have all my homework done." Say that people can give it all sorts of meanings.

A. Have the students say "oh" for the following situations:

As if someone has stepped on your foot
As if you are sleepy
As if your mother is calling you to get up in the morning
As if someone is giving you a box of candy
As if your father says he's taking you to a baseball game
As if your father says you can't go after all
As if someone hit you
As if your mother has just said, "Turn off the TV now and go to bed"
As if you have a failing report card to take home
As if you lost your temper
As if the dentist's drill hits a nerve
As if you fell off your bike
As if you are petting your dog or cat
As if you are swinging very high
As if you are falling off a swing

B. Note that the number of possible variations is endless. Use other words-- "no." Use a phrase, "What did you say?" Let the children think of many.

VIII. Explain that if the students speak too rapidly, they will have to slow down as they repeat. Note that if they talk too loudly or too softly, their tones will become better modulated as they listen to the teacher and to others.

A. Encourage the students to use variety in speed and to control their rate of speaking.

B. Encourage them to use variety in volumne.

C. Encourage them to use variety in pitch.

D. Encourage them to pronounce their words plainly.

IX. Explain that the voice is a remarkably objective tool which offers personal options in a public medium. Note that one does not punctuate as one phrases; one punctuates as one speaks.

A. Explain that a kind of logical punctuation that may or may not be audible is the internal punctuation of individual words--apostophes and hyphens. Say that apostrophes must be explained through instances while hypenations can almost always be heard because the pitch is sustained throughout the compound words. Write on the board, or use an overhead projector, and read orally the following sentences:
"He entered the second grade."
"He entered the second-grade classroom."

B. Write on the board some unpunctuated sentences that will be misread and cause a double take.

1. Copy, "He counted three toed sloths." Ask the children what the problem is and how they think it can be solved. (Compare three toed with three-toed.)

2. Write an ambiguous sentence, "They saw many colored-butterflies," and ask someone to read it aloud. Ask if it can be read another way. Ask how someone would show the difference to a reader. Ask for other compound words, and remark that words that are compounded in one sentence may not be in another. Tell the students that just as one's voice joins the two words in speech, so the hyphen joins them in print.

a. Explain that a period is a stop sign and the voice falls.

b. Explain that dashes indicate interruption or suspension marks.

c. Say that tag phrases are marked with commas. (Well, he.....)

X. Point out to the students that after they have finished their speeches, they must not spoil their images. Tell them to walk with dignity back to their chairs, sit down gracefully, place both hands on their desks, and sit without slumping.

Reference Sheet #9e

I. Emphasize these skills when teaching students to speak in front of an audience.

Skills

Body language (interest)

Correct posture

Eye movement

Correct breathing

Relaxation

Development of poise

Speaking clearly

Voice usage

Diction, inflection, and pitch

II. Stress that it is important for a student to use accent and to begin creating a public image of how he/she should stand and use his/her voice when speaking.

Reference Sheet #10a

Tips on Teaching Writing Skills

I. Explain that writing is the children's response to the world around them. Observe that it means putting their thoughts on paper in the form of a story, article, conversation, and etc. Note that by showing enthusiasm, sincerity, and a zest for living, the teacher can inspire children to express themselves freely and with originality.

II. Stress that writing can be used to implement language art skills. Note that nearly every child has a certain amount of basic ability and self motivation. Observe that the teacher's problem is to find ways of releasing those abilities to a greater degree. Have the students describe or report a certain incident.

   A. Review the rules for using capital letters; i.e., first word of a sentence, first word in a direct quotation, first word in a topic, proper nouns, etc.

   B. Review punctuation; i.e., abbreviations or initials, commas, items in a series, commands or requests, questions, quotation marks, periods, etc.

   C. Encourage the students to use correct spelling when writing. Emphasize the use of a dictionary.

   D. Remind the students of the subject agreeing with the verb; i.e., is - are, was - were, etc.

   E. Remind them of correct usage; i.e., a - an; lie - lay; let - leave, etc.

III. Do the following to give the students confidence in themselves:

   A. Give attention to the students' ideas.

   B. Give early praise for their work.

   C. Inspire creativity.

IV. Prepare an atmosphere conducive to writing.

   A. Plan time for writing.

   B. Gauge the time according to the capabilities and interest of the group.

   C. Have a quiet, friendly, and relaxed environment.

   D. Supply ample paper, pencils, etc.

   E. Provide space.

V. Use these tips to stimulate ideas:

A. Have the students express their reactions to a newsreel on video-tape.

B. Let them build a file of current news reports.

C. Have them write an advertisement for a classroom event.

D. Let them prepare a news item about _____.

D. Have them report on a community public figure.

E. Let them prepare a news item about _____.

F. Let them describe a special incident that happened at school or over the summer.

G. Have them imagine they are Roger Mudd_____.

VI. Have the students write a real conversation they have heard. Introduce conversations by writing down what the students say as they enter the classroom. Write the various remarks and exchanges they make. Note that the students will be amused and interested by this. Ask them to place themselves somewhere with paper and pencil and to write down a live conversation that they hear. Explain that they cannot write as fast as people talk, but have them listen carefully and record as much of the conversation as possible. Say that if they miss parts of the conversations they may recapitulate some of it in their own words. Observe that there will be a problem of who is saying what. Use this opportunity to review the use of quotation marks and paragraphing. Encourage the students to avoid the overuse of "a" and "and". Review the different ways of beginning a sentence; i.e.,"The magazine _____, They were _____, Many of _____," etc.

Reference Sheet #10c

Read this example of a silly news item. Let the students create their own fairytale news items in modern language.

MISSING CHILDREN FEARED KIDNAPPED

By C. Groff

Hansel and Gretel, aged seven and nine, disappeared in a wooded area near Burg late yesterday. Searchers spent the night combing the woods without success.

This is the latest disappearance in a rash of missing children from Burg. Police fear an insane kidnapper may live in the woods. Several persons have reported hearing wild laughter and singing coming from the forest. A trail of birdseed led to the forest's edge but disappeared among the fallen leaves.

Police are questioning the children's father and stepmother about alleged child neglect. Neighbors report that the children often complained of being hungry.

The search for the missing children will continue today.

CHILDREN UNHARMED-KIDNAPPER DEAD

Later Edition's Version

Hansel, Gretel, and all the missing children of Burg returned unharmed this morning with a tale of terror and attempted cannibalism.

Hansel told police that he and Gretel were hunting for food when they found a tiny gingerbread house in the forest. After they ate some of the gingerbread an old woman kidnapped them and locked him in a cage inside her cabin. She was preparing to bake him for dinner when Gretel managed to push her inside the oven and lock the door.

Gretel freed her brother and the other children who were also being held prisoners. All escaped and returned home safely.

Police went to the cabin this morning, but found that the old woman had died of suffocation in the oven. No charges are being filed against the children. Police said they would rule that the woman was killed in self-denfense. They have tentatively identified her as Madam Mad who escaped from the insane asylum in Burg two years ago.

Charges of child neglect against Hansel and Gretel's parents have not been filed pending further investigation.

Reference Sheet #10d

I. Emphasize these skills when teaching students to write.

Skills

Motivation

Describing (originality)

Sentence structure

Selected vocabulary

Capitalization

Punctuation

Spelling

Clarity

Grammar usage

Paragraphs

II. Stress that one's written works create a public image of the author. Emphasize that a correct usage of writing skills helps to enhance the writer's image.

Reference Sheet #11

Prepare the following materials for use in this unit.

1. Scissors
2. Tables
3. Wigs
4. Make-up
5. Poster board
6. Paper
7. Magic Markers
8. Cardboard (extra large size) (4 to 6)
9. Podium
10. Paints
11. Brushes
12. Stapler and staples
13. Yardstick
14. Cotton (for clouds)
15. Large map
16. Construction paper
17. Books, films, filmstrips

Reference Sheet #12a

(Programming Department)

TECHNICAL VOCABULARY LIST - TV UNIT

Amplify - to strengthen an electronic signal

Amplitude Modulation (AM) - impresses a signal on a carrier wave by varying it to its greatest extent.

Audio - sound

Blocking - working out camera shots

Cathode Ray Tube - Picture Tube - changes electron flow into a ray or beam

Channel - band of frequencies given by FCC

Credits - names of those involved in a program

Cue cards - "idiot cards" - large cards showing parts or script

Electromagnetic Waves - radio waves on which TV signals are sent over the air

Frequency - number of cycles/sec of EM waves

Frequency Modulation (FM) - varying frequency to match signal (all TV sound is FM)

Image Orthicon - camera tube - sensitive to very little light, changes it to electron flow

Prime Time - 7:30-10:00 p.m. - largest audience

Rating - poll showing how many people watch a program at a particular time

Scanning - line by line scanning by electron beam

Video - TV picture (means "SEE")

Wavelength - distance between two waves from peak to peak

Zoom Lens - can take close-ups or wide-angle shots from same position

Reference Sheet #12b

(Programming Department)

Use this suggested word list with the unit.

1. Broadcasting
2. Performing
3. General Manager
4. Program directors
5. Programming
6. Performers
7. Weathercasters
8. Script writers
9. Production assistants
10. Network
11. Competence
12. Free lance
13. Recapitulate
14. Pitch
15. Inflection
16. Tone
17. Panel shows
18. Public events
19. Journalism
20. Affiliated
21. Production Manager
22. Producer - Director
23. Staff Announcer
24. Simultaneously
25. Supervisor
26. Cue Card
27. Diction
28. Body Language
29. Prime time
30. Script Director
31. Show Director
32. Set Designer
33. Wardrobe workers
34. Make-up artists
35. Writers
36. Reporters
37. Announcers
38. Newscasters
39. Film Editors
40. Actors and Actresses

Reference Sheet #13

Observe that the following is a list of important scientific skills that are needed by all students. Try to identify ways to help the students continually develop and improve these skills. Place a check (✓) each time the students use any of these skills during the implementation of this unit.

Class_____

1. Classifying	
2. Collecting Information	
3. Communicating (describing-labeling)	
4. Comparing	
5. Drawing conclusions (inferring)	
6. Experimenting	
7. Measuring (using numbers)	
8. Observing (using space, time, etc.)	
9. Planning (Formulating Models)	
10. Ranking Information	

1. A. Desk

   B. Lavaliere

   C. Boom

2. Note that wiring in a complete circle permits electricity to flow or change to another energy form (closed).

3. Mics to amp

   Amp to deck

   Deck to outlet

A. Power button (push)

B. Video-audio level control (turn)

C. Motor on, stand-by (push-pull)

D. Video-audio level meter

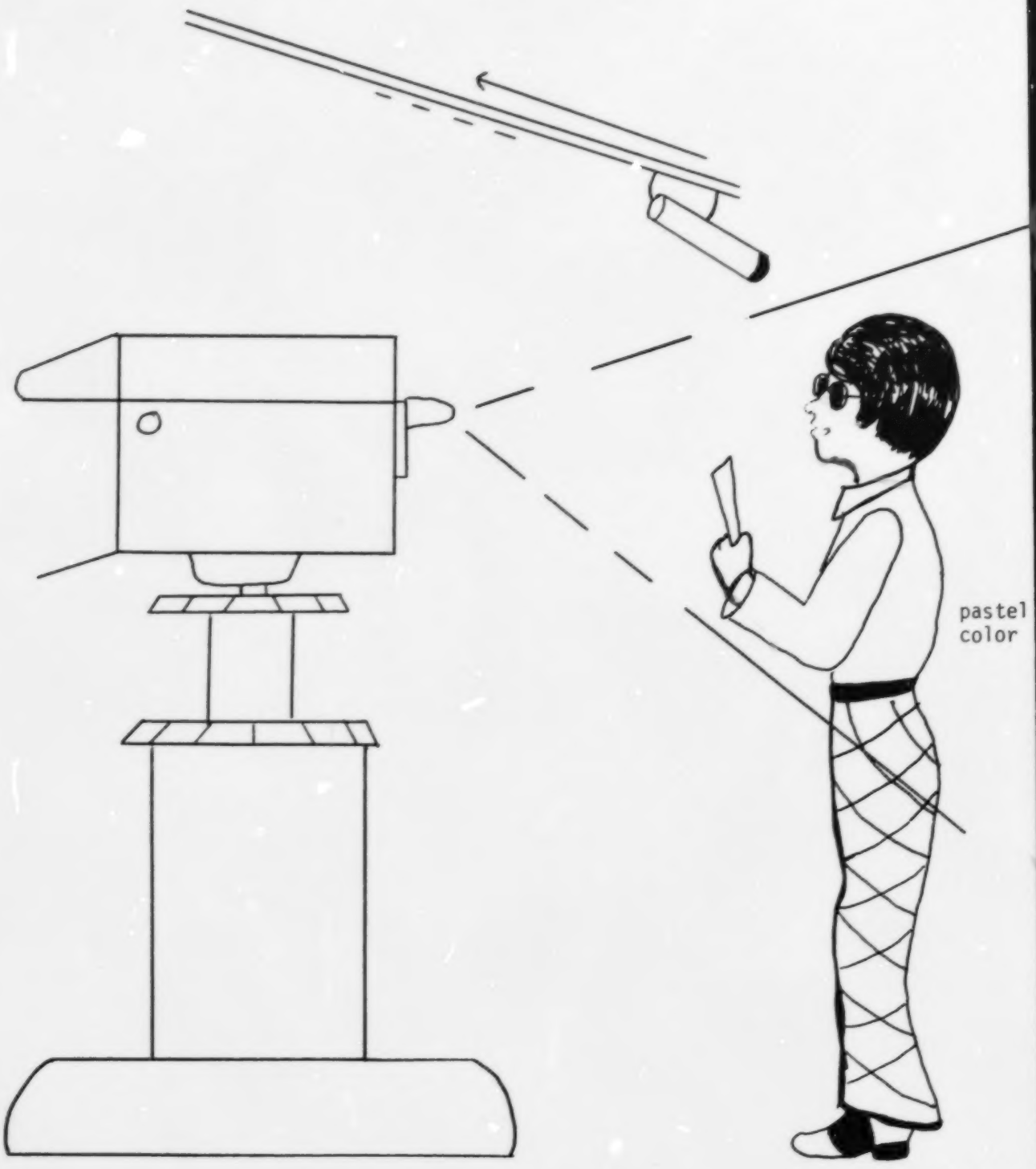
E. Footage meter (15 inches/sec)

F. Record (push) button

G. Play-forward-reverse control (swing)

H. Fast forward control (swing)

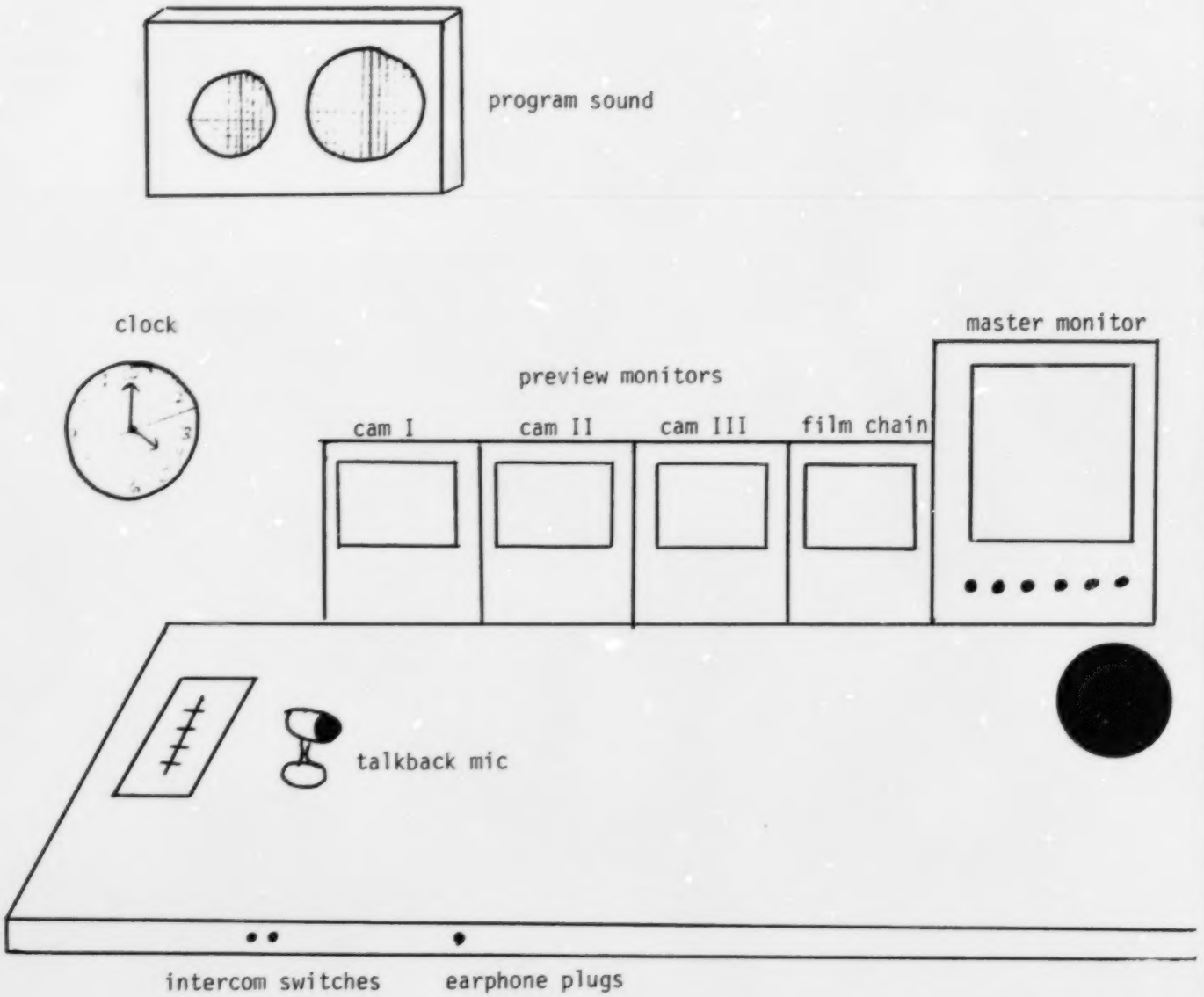
Reference Sheet #15



Microphone in the picture;
retract the boom.

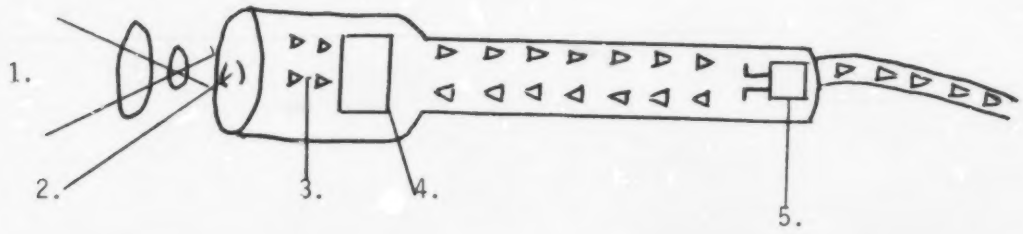
Keep microphone in
front of the sound
source.

Reference Sheet #16



Reference Sheet #17

A. Orthicon Tube--Inside TV Camera



Place the correct number before the name of each illustrated part.

__4__ Electron gun scans the target

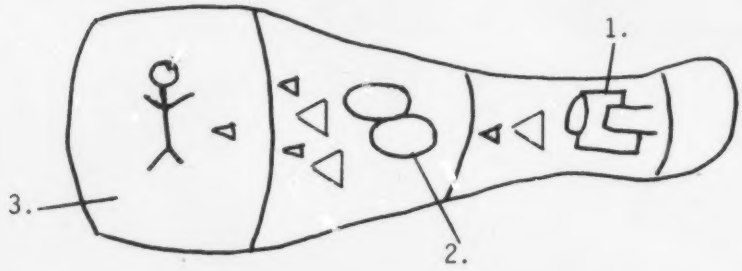
__1__ Light enters the lens

__5__ Electron beam returns and flows out of the tube

__2__ Light falls on the screen

__3__ Electrons react to the light and are released toward the target

B. Cathode Ray Tube--Inside TV Monitor



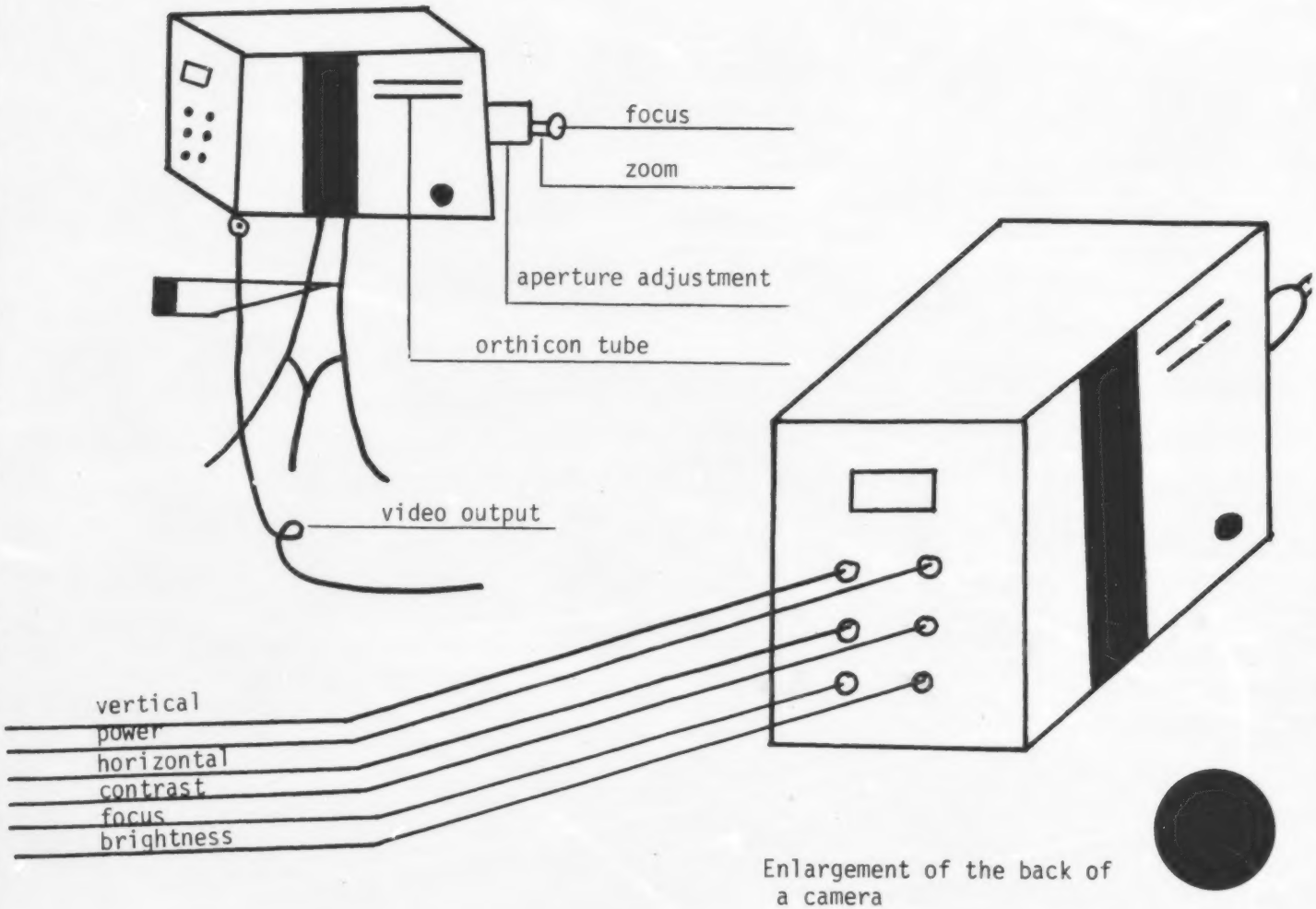
Place the correct number before the name of each illustrated part.

__3__ florescent screen

__1__ electron gun

__2__ plates

C. Camera - As you learn the following parts of the TV camera, label them correctly.



Enlargement of the back of a camera

Reference Sheet #18

Video-Tape Camera Skills

Before the camera is adjusted: BE SURE*

*the video recorder is turned on (power switch) and the motor is engaged (stand-by switch)

*the lens cover is on and the camera is pointed away from the sunlight

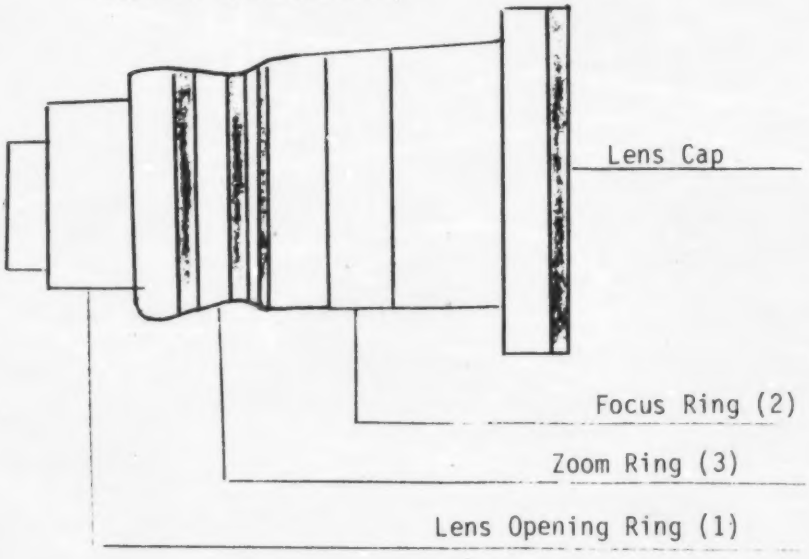
Steps to take in adjusting the camera: (remove the lens cap)

Zoom Lens

1. Open the lens opening ring to the widest opening (f/1.8) when indoors.

2. Turn the focus ring to the best estimate of distance from the lens to the subject.

3. Set the zoom ring for a wide angle shot. (Large area seen on the monitor.)



4. Readjust the three (3) rings while viewing the monitor until getting the best picture.

5. Turn the zoom ring for either close-up (telephoto) or distant (wide-angle) shots as desired.

6. Readjust the focus as necessary while changing from close to distant (and vice versa).

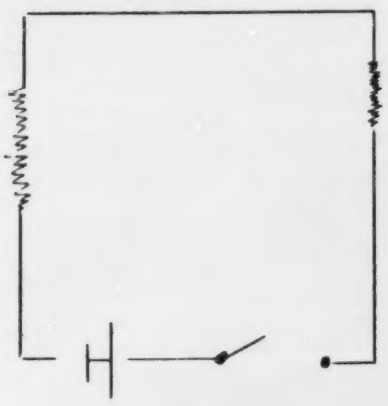
Reference Sheet #19

Match each of the following diagrams with the circuit system it illustrates:

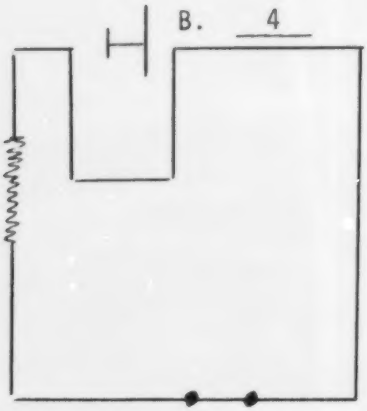
Circuit Systems

(1) open (2) series (3) parallel (4) short

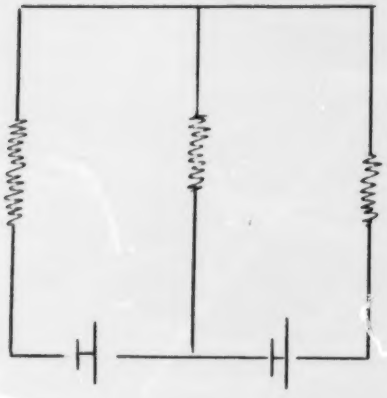
A. 1



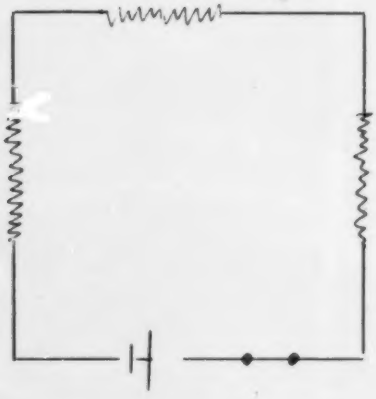
B. 4

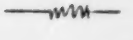


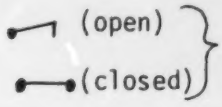
C. 3



D. 2

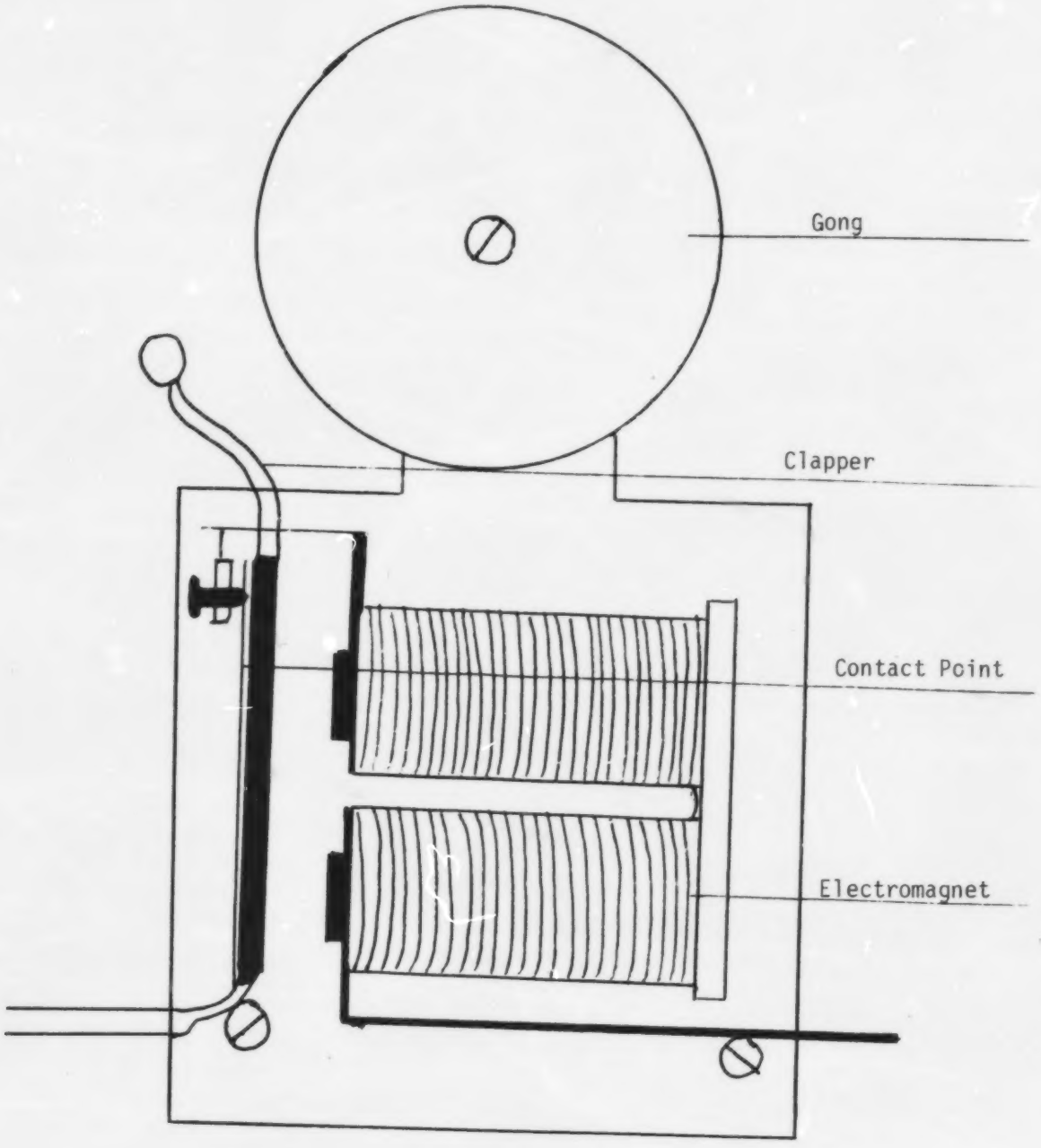


 resistance, i.e., light bulb, bell, etc.

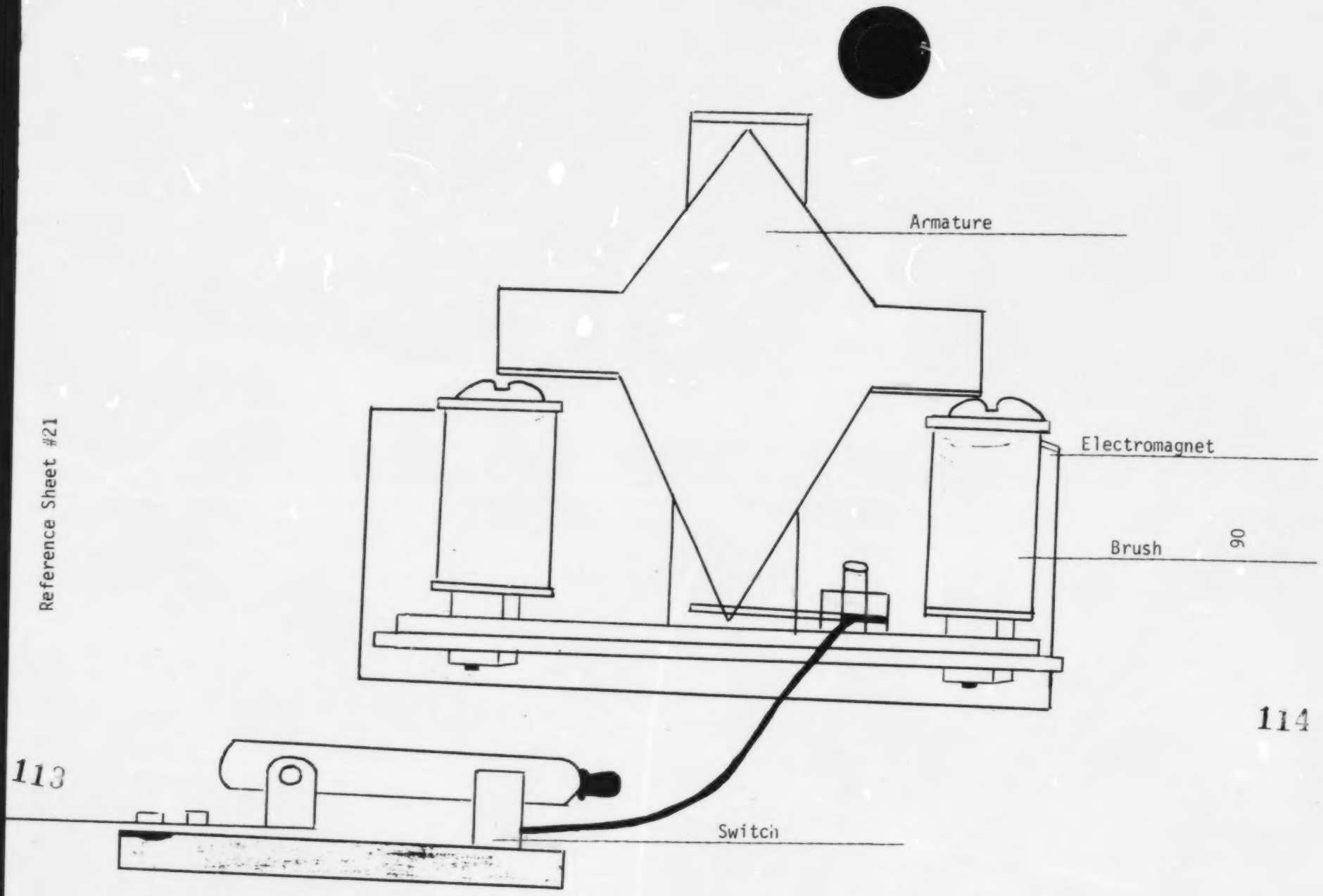
 (open) (closed) switches drycell

Reference Sheet #20

Bell



Reference Sheet #21



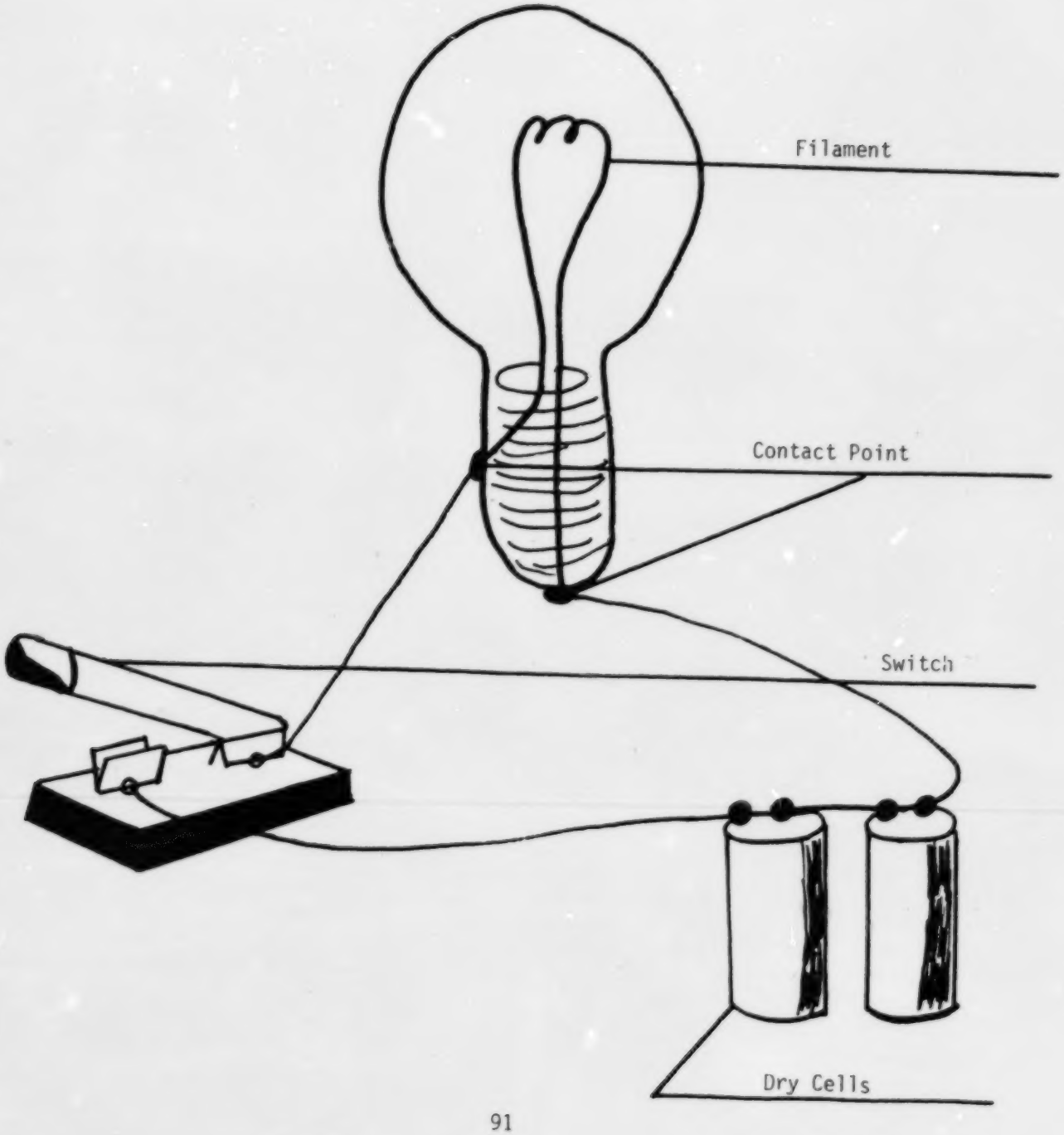
113

114

90

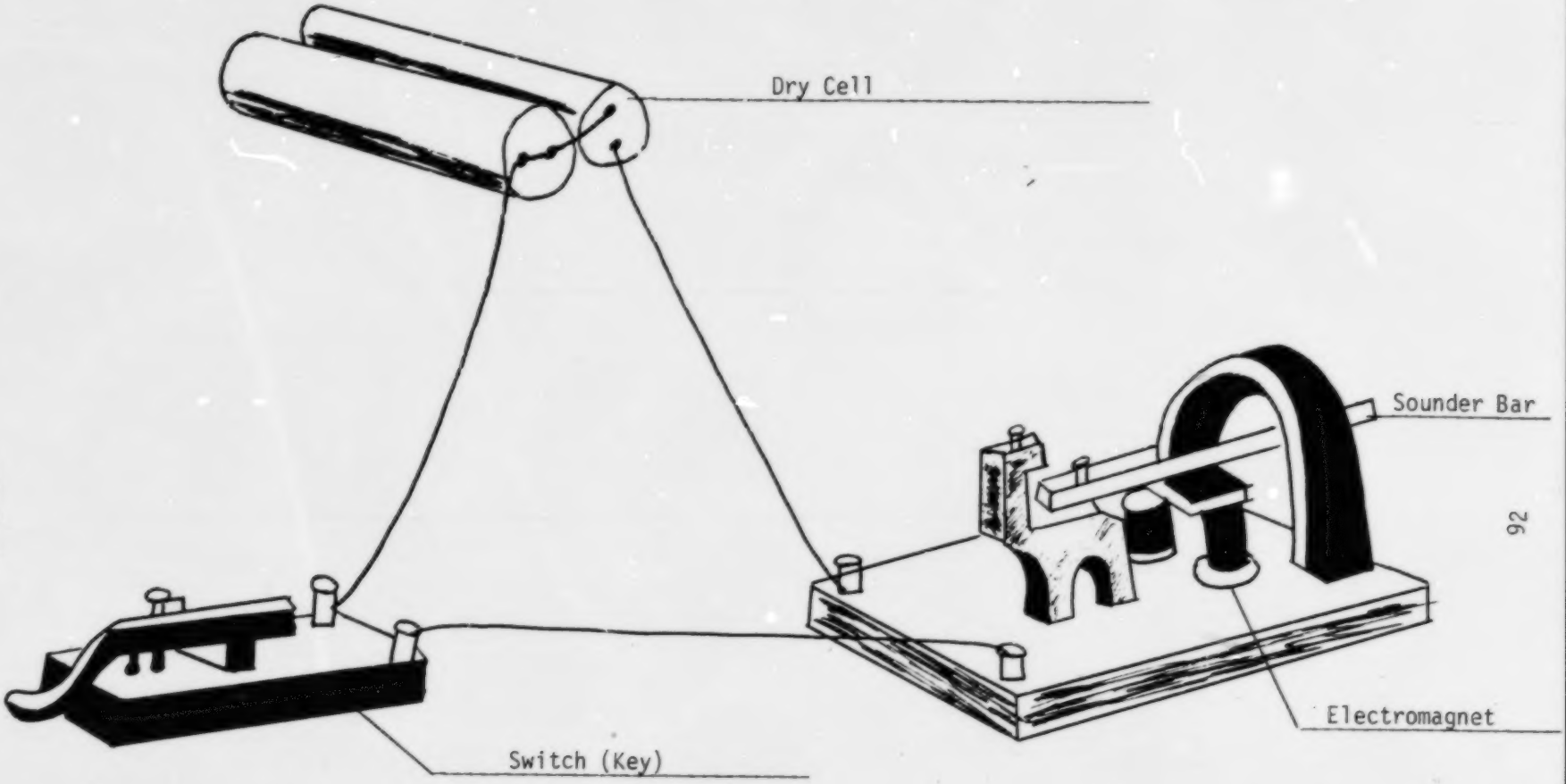
Reference Sheet #22

Electric Light



Reference Sheet #23

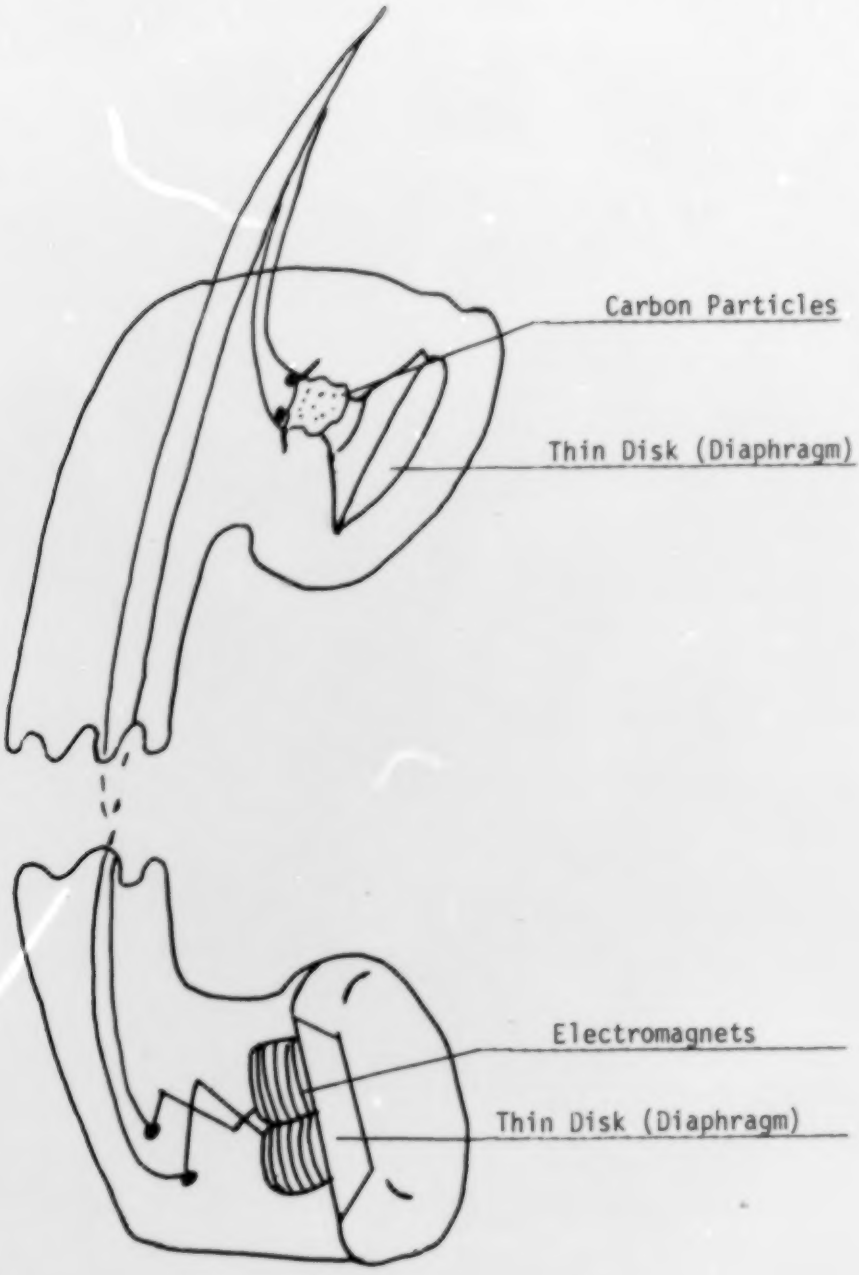
Telegraph



92

Reference Sheet #24

Telephone



Activity Sheet #1

Name_____

Date_____

Check one for each group in which you belong.

1. Male Female

   0 0

2. Teacher Student

   0 0

3. Grade: 5 6 7

   0 0 0

4. Write the name of your favorite TV program.

   _____

5. Check your favorite type of TV program.

   0 comedy 0 adventure 0 western 0 sports

   0 variety 0 news 0 special 0 cartoons

6. Check your favorite night for watching TV.

   0 Sun. 0 Mon. 0 Tues. 0 Wed. 0 Thurs. 0 Fri. 0 Sat.

7. Check one favorite time for afternoon or night viewing on weekdays.

   0 4:00-6:00 p.m. 0 6:00-7:30p.m. 0 7:30-10:00p.m.

8. Check the network you watch most frequently, if you know it.

   0 ABC

   0 CBS

   0 NBC

   0 PBS

   0 Independent stations (Channels 9, 33)

9. What time period do you think costs an advertiser the most for a commercial?

   0 4:00-6:00p.m. 0 6:00-7:30p.m. 0 7:30-10:00p.m.

Activity Sheet #2a
Tally Sheet from Activity Sheet #1

Name_____

Date_____

1. Male Female 2. Teacher Student 3. Grade: 5 6 7
0 0 0 0 0 0 0

4. (List the most frequently named shows from question #4.)

	Show's Name	Tally	Sub Total	Fraction
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				
9)				
10)				

GRAND TOTAL ____

5.

Type	Tally	Sub Total	Fraction
Comedy			
Variety			
Adventure			
News			
Western			
Special			
Sports			
Cartoons			

GRAND TOTAL ____

Activity Sheet #2b

Name _____

Date _____

6. Nights	Tally	Sub Total	Fraction
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
	GRAND TOTAL		

7. Favorite Time	Tally	Sub Total	Fraction
4:00-6:00p.m.			
6:00-7:30p.m.			
7:30-10:00p.m.			
	GRAND TOTAL		

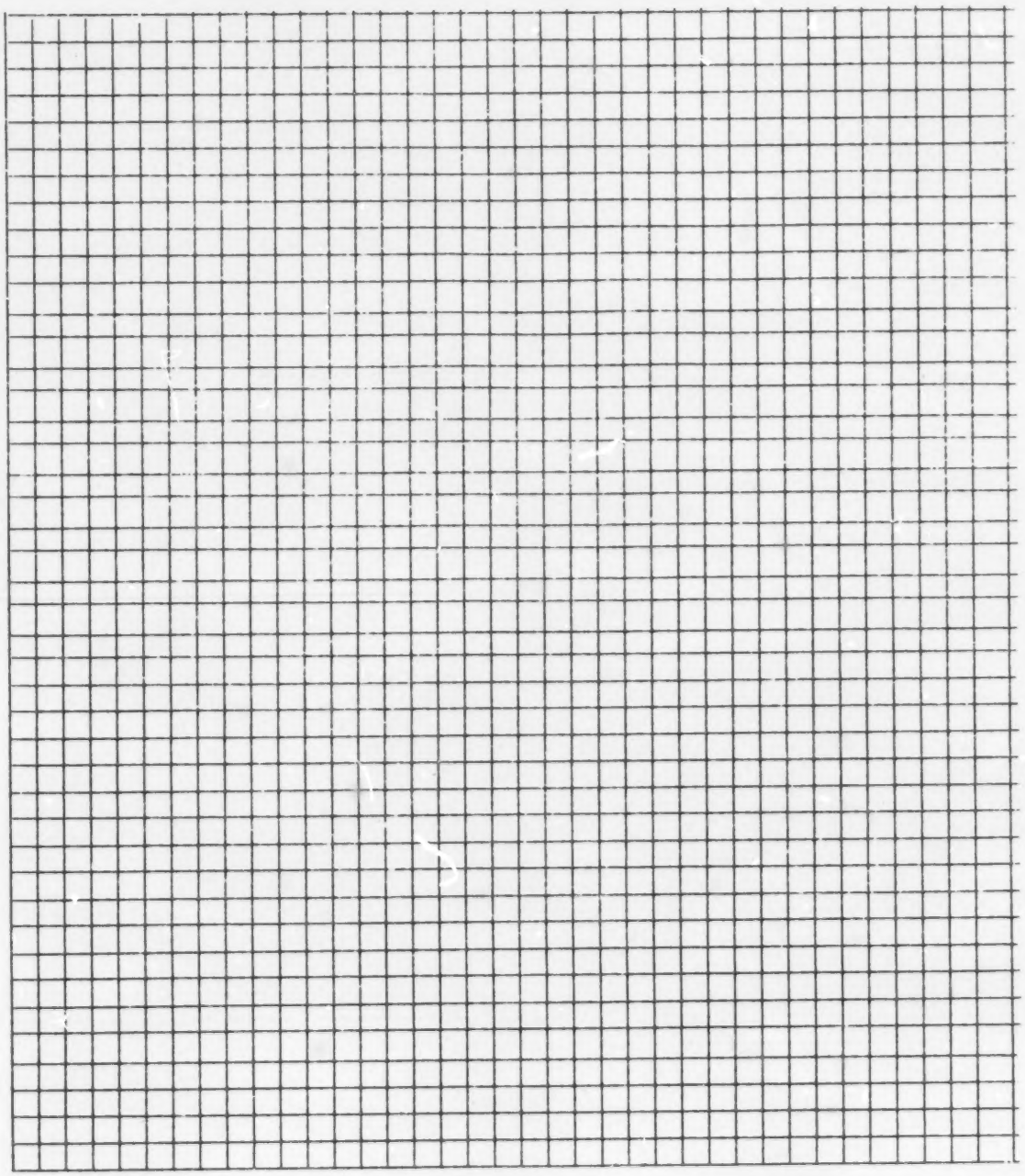
8. Networks	Tally	Sub Total	Fraction
ABC			
CBS			
NBC			
PBS			
Independent			
	GRAND TOTAL		

9. Advertiser's Cost	Tally	Sub Total	Fraction
4:00-6:00p.m.			
6:00-7:30p.m.			
7:30-10:00p.m.			
	GRAND TOTAL		

Activity Sheet #3

Name_____

Date_____



Activity Sheet #4
Role-Playing

Name_____

Date_____

Help the students become acquainted with the advertising procedures by dividing them into groups and having them role-play the following workers: (Expand these roles as needed.)

1. Be the Sales Manager.

   a. Contact the programming department to decide how much time is available for commercial purposes.

   b. Determine the fees to be charged to the sponsors. (Confer with the sales people.)

   c. Design a contract. (Draw up an agreement between the sponsor and the salesperson to include the code of ethics for broadcasting.) Search to find examples of contracts; i.e., teacher contracts, etc.

2. Be the Traffic Manager.

   a. Prepare an "availability sheet," Activity Sheet #5, showing unsold time periods.

   b. Prepare a daily log of program activities, and coordinate it with all the departments of the station. (See Reference Sheet #6)

3. Be the Salesperson.

   a. Contact the teachers, classes, student council, principals, cheerleaders, clubs, etc. to try to obtain an agreement to purchase advertising time. (Contact even individual students.) Compare the advantages and disadvantages of trading goods and services versus the payment of real money.

   b. Have the sponsors sign a contract. (See Reference Sheet #7)

   c. Make a simple report listing the types of commercials contracted, the sponsors' names, and the time needed.

   d. Turn this information over to the programming department so they may create the appropriate commercials.

   e. Turn the contracts over to the bookkeeper.

4. Be the Sales Clerk (Bookkeeper).

   a. Develop a simple bookkeeping system. (Use Activity Sheet #6 as a ledger.)

Activity Sheet #5
Availability Sheet - Time Periods

Name _____

Date _____

Sponsors	Time	Type of Ad

Activity Sheet #6

Name_____

Date_____

DATE	EXPLANATION	DEBIT	CREDIT
	BALANCE		

Activity Sheet #7
(Field Trip Follow-Up)

Name _____

Date _____

List the first five (5) observations you remember the most from the field trip.

1. _____

2. _____

3. _____

4. _____

5. _____

What workers did you observe?

_____

_____

_____

_____

_____

Activity Sheet #8
Job Title and Descriptions

Name_____

Date_____

Instructions:

Below is a list of jobs in the program department of the TV industry. Place a number (1) by the job you would like to role-play in language class. Place a number (2) by your second choice and a number (3) by your third choice.

_____ 1. Staff Announcer - Announces station identification, introduction of the program, sign-off, special services, etc.

_____ 2. Graphic Artist - Paints backdrops, handles lettering and art work for ads, commercials, etc.

_____ 3. Set Designer - Plans sets, designs and constructs scenery.

_____ 4. Writer - Prepares commercials, continuity, scripts for actors and actresses and scripts for news, weather, and sports.

_____ 5 Producer/Director - Supervises casting, rehearsals, and program production. Coordinates all departmental elements.

_____ 6. Actor or Actress - Acts out commercials.

_____ 7. Make-up Artist - Prepares make-up and applies it to people who will be "on-camera".

_____ 8. Costume Designer - Prepares and helps dress people who will be "on-camera".

_____ 9. Reporter - Gathers news items and reports news on the newscast.

_____10. Newscaster - Is an on-the-air reporter.

_____11. News Director - Supervises newscasters, assigns coverage of news stories, and oversees results.

_____12. Weatherperson - Gives on-the-air forecasts.

_____13. Sportcaster - Does on-the-air sports reporting.

Activity Sheet #9
Job Titles and Descriptions

Name_____

Date_____

Instructions:

Below is a list of jobs in the engineering department of the TV industry. Place a number (1) by the job you would like to role-play in science class. Place a number (2) by your second choice and a number (3) by your third choice.

_____ 1. Cameraperson (Video Engineer) - Picks up a scene (focuses the camera, adjusts the proper distance, switches on the camera at the correct time, etc.) when the director signals.

_____ 2. Audio Engineer - Controls sound-monitoring and recording equipment.

_____ 3. Boom man - Moves the microphone into the proper position to pick up the sound without interferring with the pictures.

_____ 4. Program Assistant - Assists the technical director and the program director.

_____ 5. Special effects person - Prepares the sound or video recordings on tape to be inserted into later broadcasts.

_____ 6. Floor Manager - Supervises the movement and placement of the cameras and microphones on the set.

_____ 7. Lighting Engineer - Sets up and operates the studio lights for a program.

_____ 8. Electrician - Repairs and checks the equipment used in taping and broadcasting a program.

_____ 9. Technical Director - Supervises all the technical aspects of a program.

_____10. Broadcast Technician -

A. Sound mixer - Controls the volume and the on-off switch of each microphone as it is needed.

B. Switcher - Turns on the needed camera at any time the director signals.

Activity Sheet #10a

Name_____

Date_____

Research information about a news program.

Time_____

Station_____

Network_____

Log how long each segment of the broadcast lasts by indicating a beginning and an ending time.

Types of segments to time are:

	TIME		
	Beginning	End	Total
1. Sign on--station breaks			
2. News (Local & State)			
3. News (National or World)			
4. Sports--			
5. Weather--			
6. Editorials--			
7. Other--			
8. Credits--			
9. Sign-off			

	TIME		
	Beginning	End	Total
1. Commercials--			

(If possible, do Activity Sheet #10b during the same time period you do the above.)

Activity Sheet #10b

Name_____

Date_____

Keep a tally to discover how many people are "on-camera" during a news, weather, and sportscast program.

1. Different "on-camera" persons:

	TALLY	TOTAL
a. Staff announcers--		
b. Newscaster		
c. Sportscaster--		
d. Weatherperson		
e. Editorial commentator		
f. Actors and actresses (in commercials)		

2. Number of commercials--

TALLY	TOTAL

Activity Sheet #11

Name_____

Date_____

Search to find information about the job in the TV industry in which you are the most interested.

1. Job title_____

2. Department_____

3. Brief job description (Include its contributions to the TV industry)

_____

_____

_____

4. Skills - (Specific)

_____

_____

_____

Activity Sheet #12

Name_____

Date_____

Write a news story to tell what may have happened here.

Activity Sheet #13

Name_____

Date_____

Write a news story to tell what may be happening here.

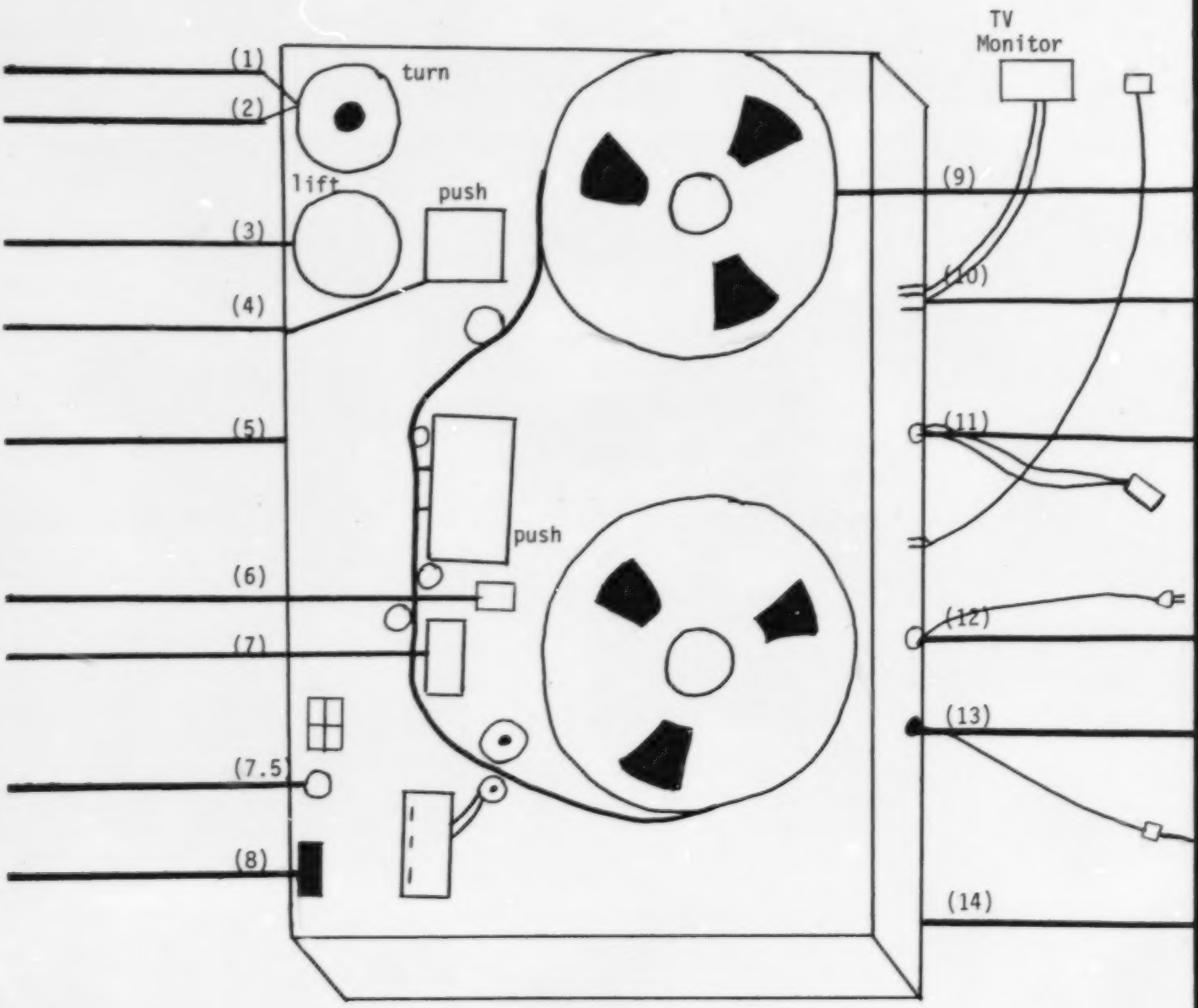
Activity Sheet #14

Name_____

Date_____

As you learn the following parts of a videotape deck, you may need to make notes. Fill in any necessary information. (Remember, all tape decks are not alike!)

VIDEOTAPE DECK



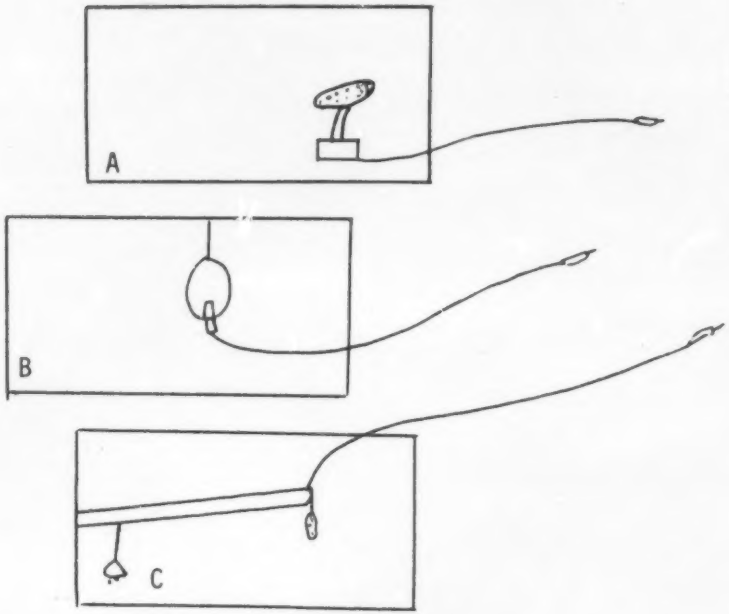
Activity Sheet # 15

Date _____

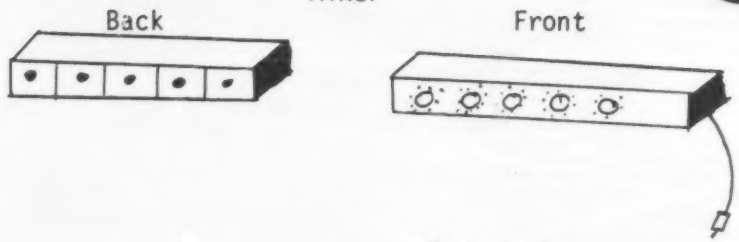
Name _____

135

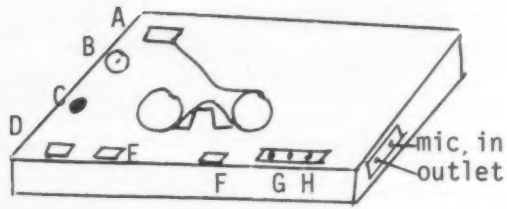
Types of Microphones



Mixer



Tape Deck



1. Name the three (3) different types of mics illustrated above.

   A _____ B _____ C _____

2. What is the difference between an open and closed electrical circuit?

3. Draw lines to complete the wiring connections needed in order to operate the equipment above.

Name the following parts of a tape deck.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

110

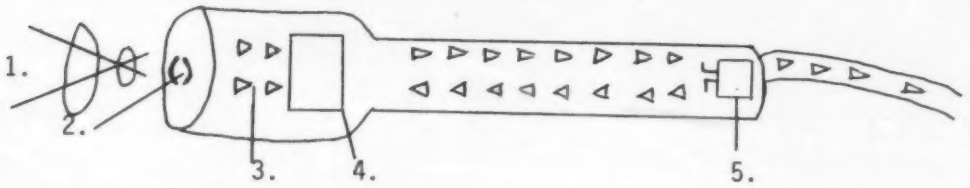
136

Activity Sheet #16

Name _____

Date _____

A. Orthicon Tube - Inside TV Camera



Place the correct number before the name of each illustrated part.

_____ Electron gun scans the target

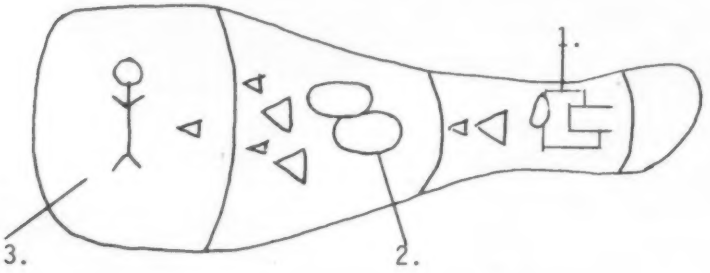
_____ Light enters the lens

_____ Electron beam returns and flows out of the tube

_____ Light falls on the screen

_____ Electrons react to the light and are released toward the target.

B. Cathode Ray Tube - Inside TV Monitor



Place the correct number before the name of each illustrated part.

_____ florescent screen

_____ electron gun

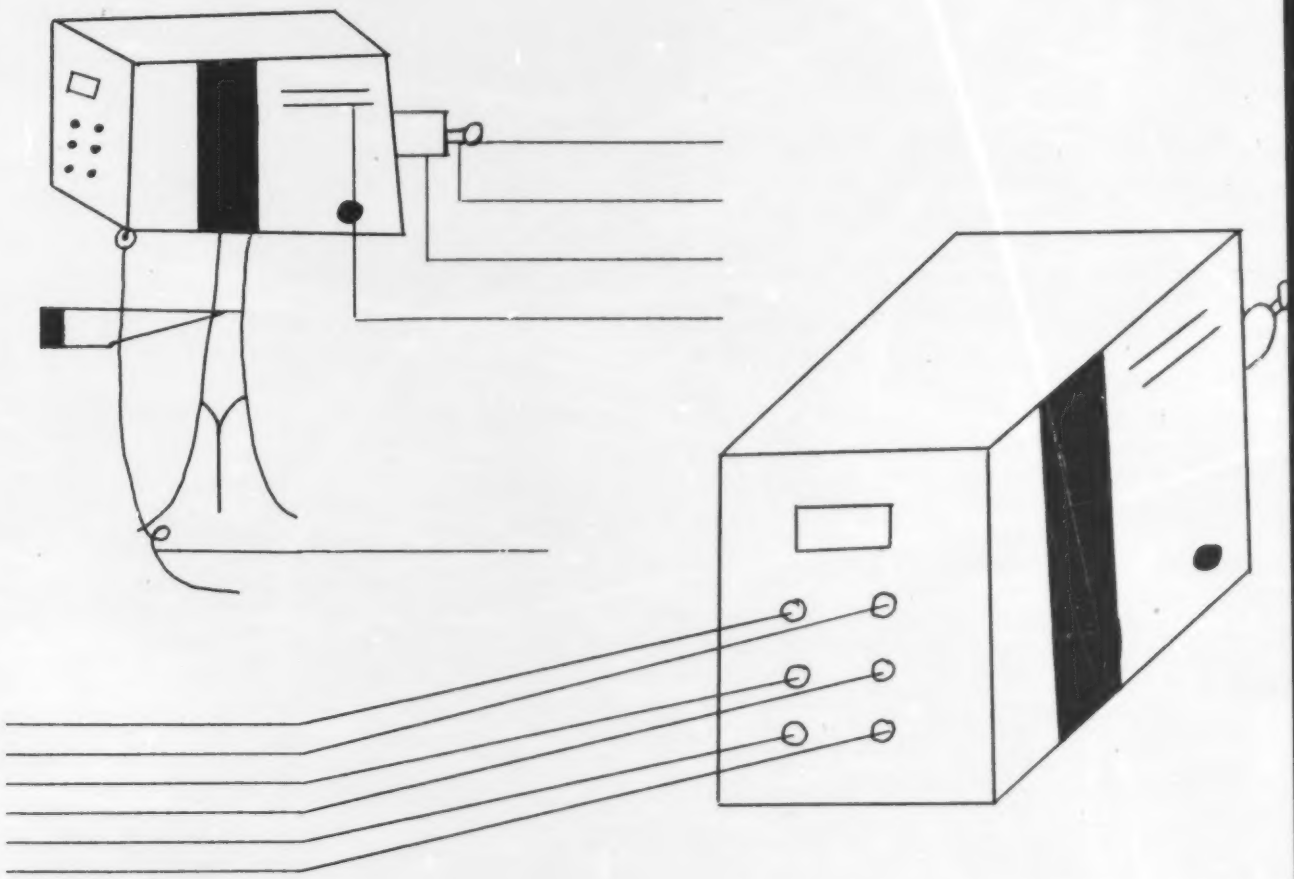
_____ plates

Activity Sheet #17

Name _____

Date _____

C. Camera - As you learn the following parts of the TV camera, label them correctly.



Enlargement of the back of a camera

Activity Sheet #18

Name_____

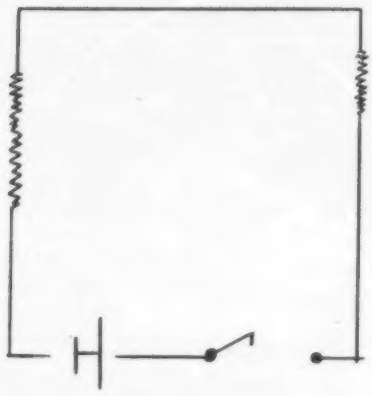
Date_____

Match each of the following diagrams with the circuit system it illustrates:

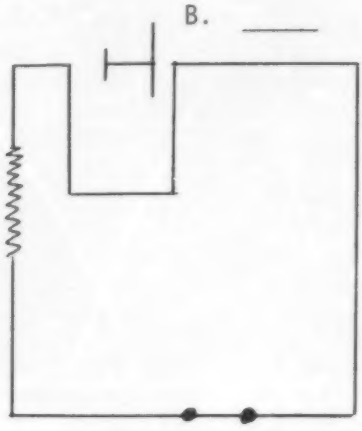
Circuit Systems

(1) open (2) series (3) parallel (4) short

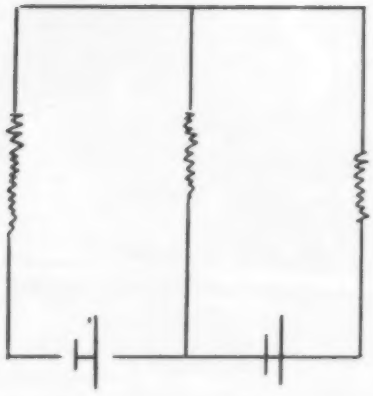
A. _____



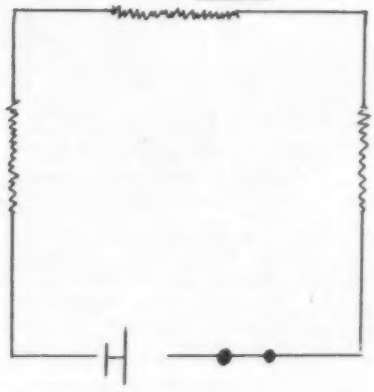
B. _____



C. _____



D. _____



resistance, i.e., light bulb, bell, etc.

(open) } switches ⊢| drycell

(closed) }

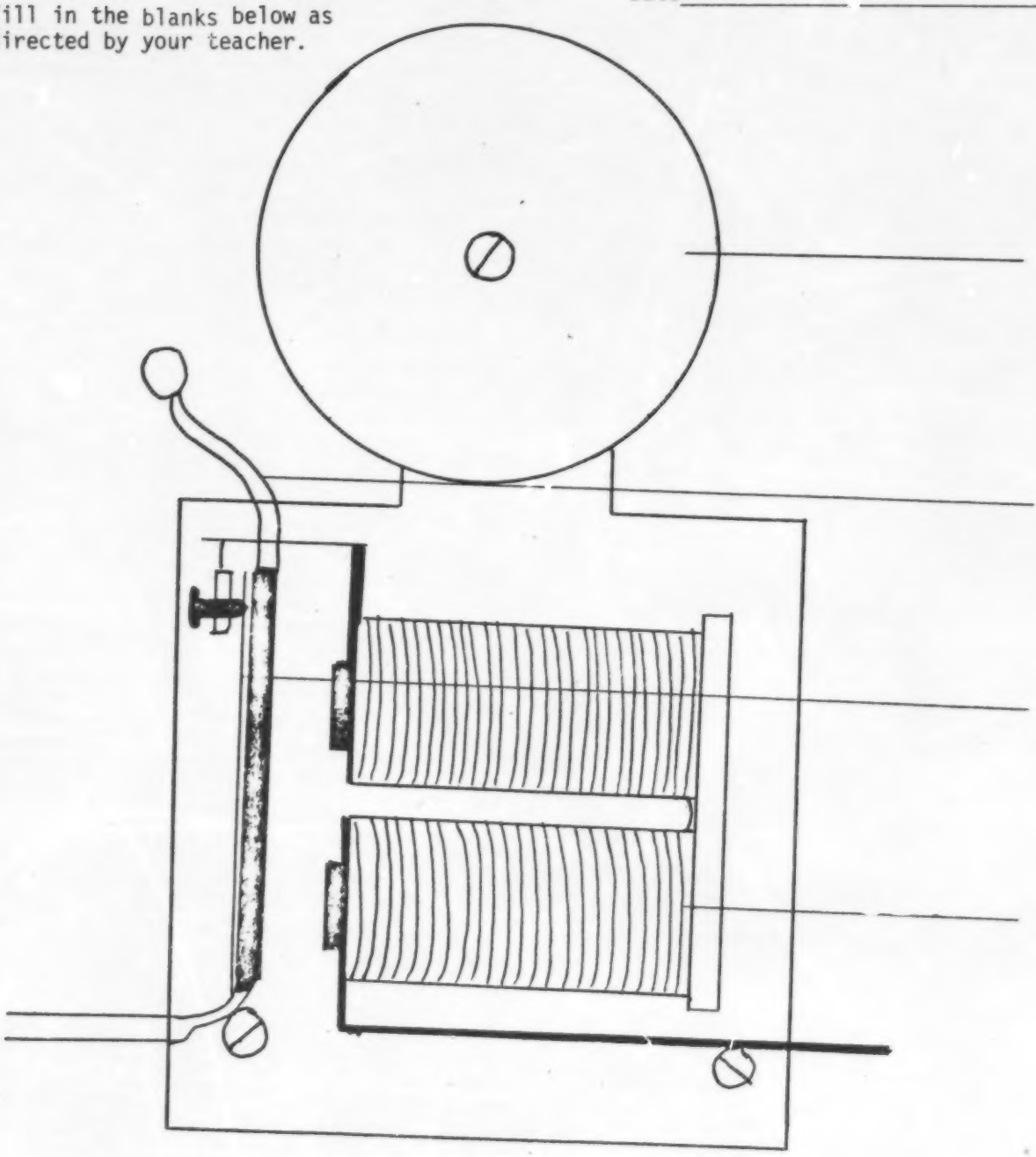
Activity Sheet #19

Bell

Name_____

Date_____

Fill in the blanks below as directed by your teacher.

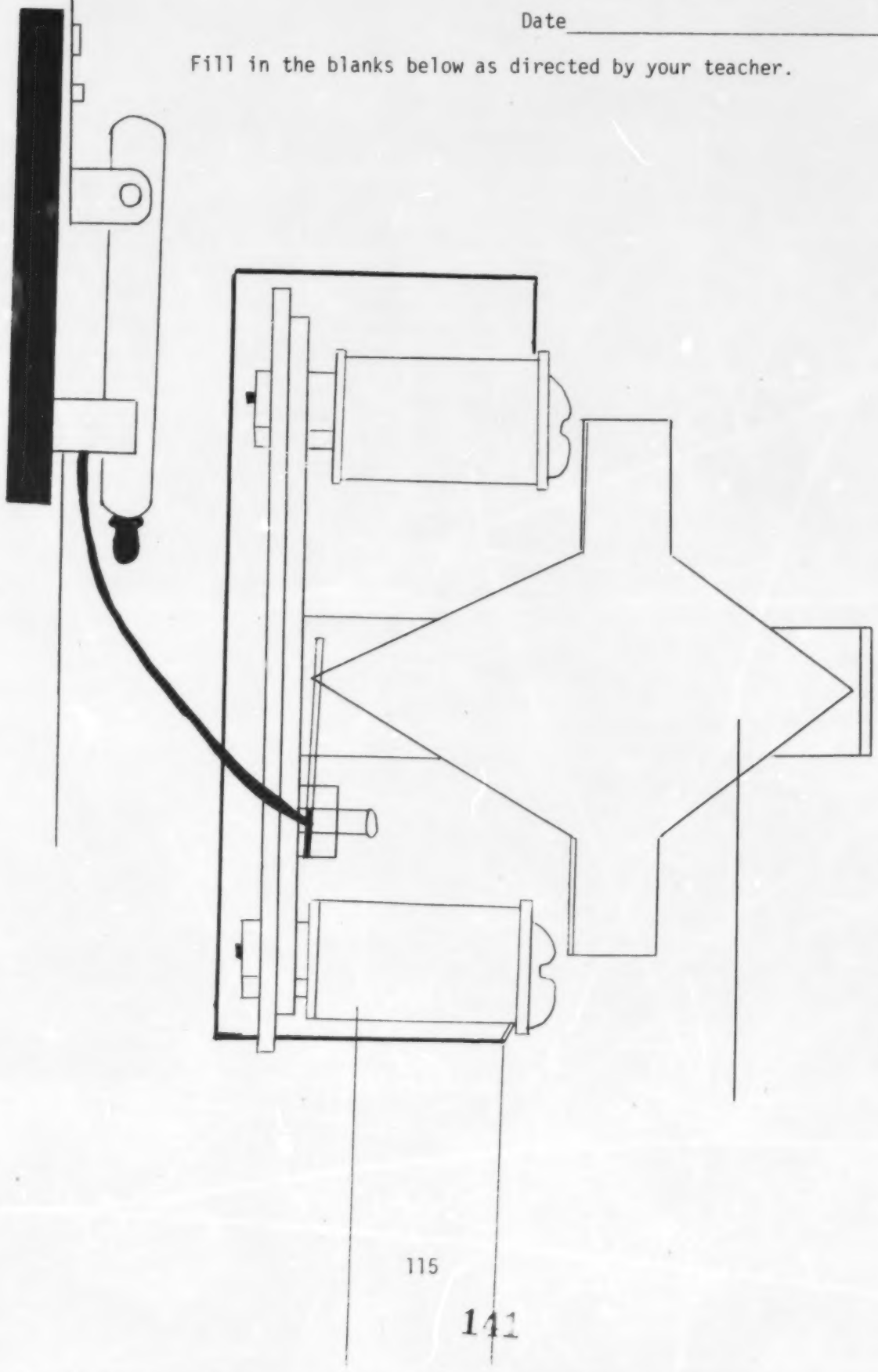


Activity Sheet #20
Electric Motor

Name_____

Date_____

Fill in the blanks below as directed by your teacher.

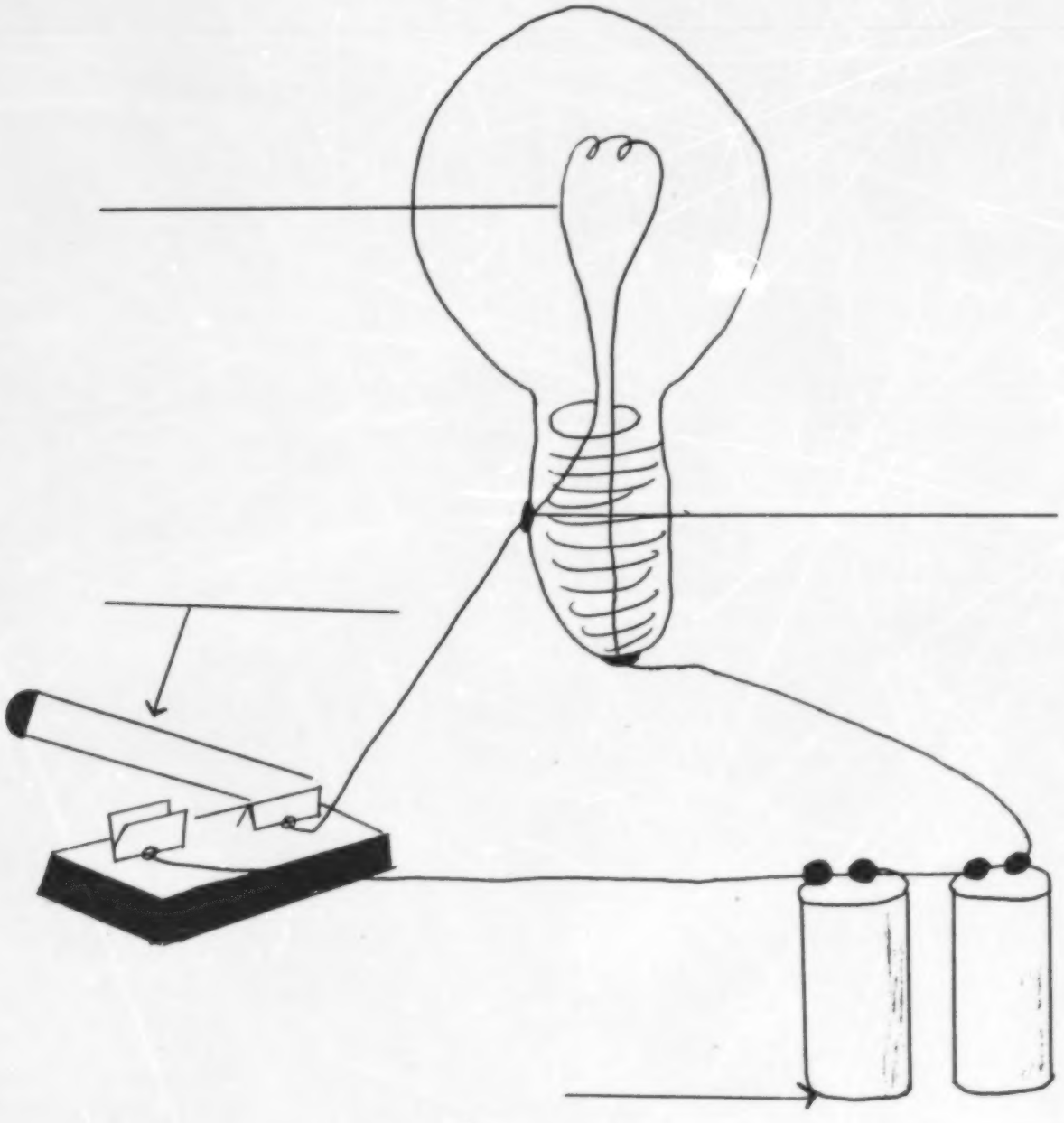


Activity Sheet #21
Electric Light

Name _____

Date _____

Fill in the blanks as directed by your teacher.

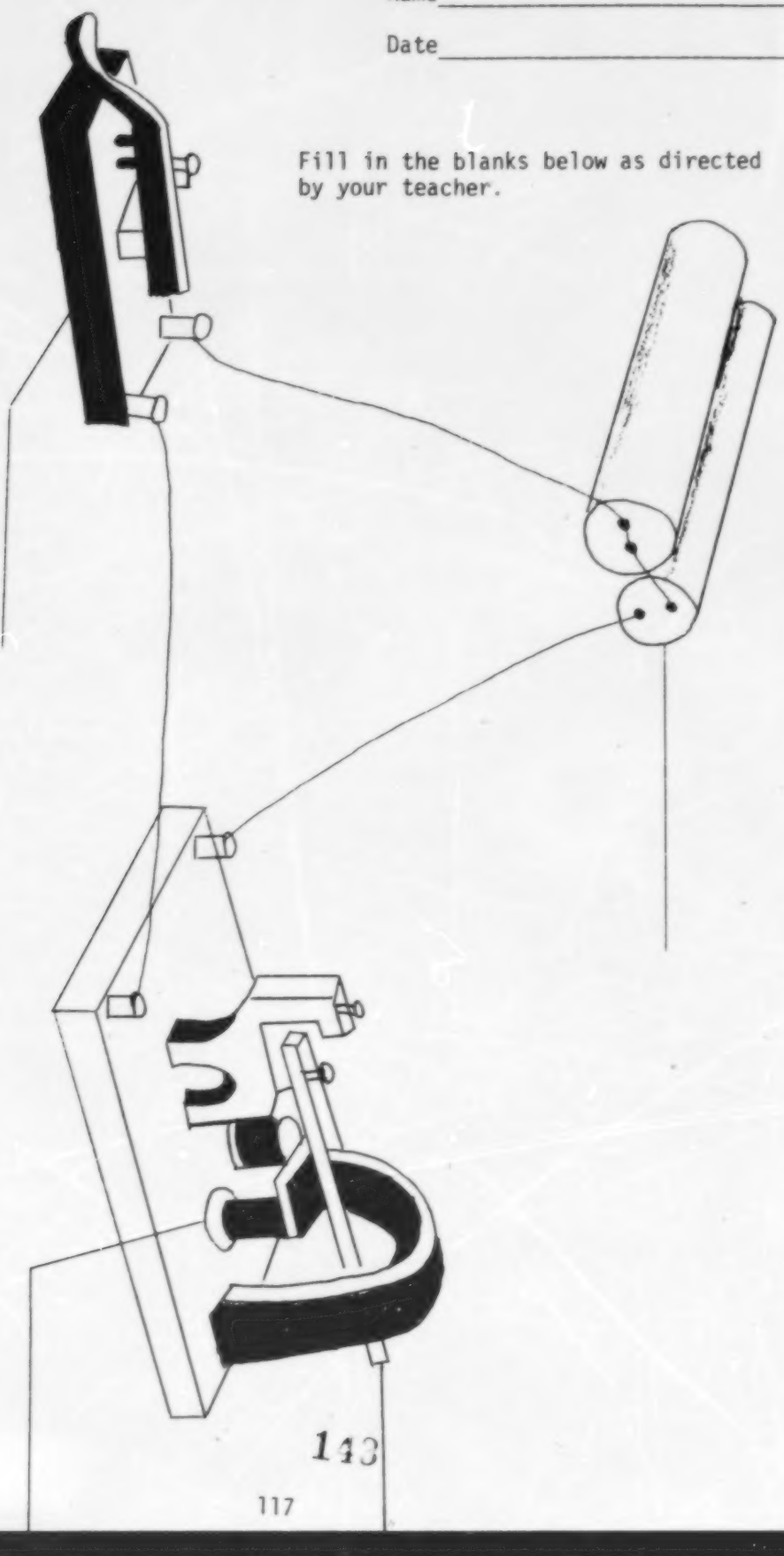


Activity Sheet #22
Telegraph

Name _____

Date _____

Fill in the blanks below as directed by your teacher.

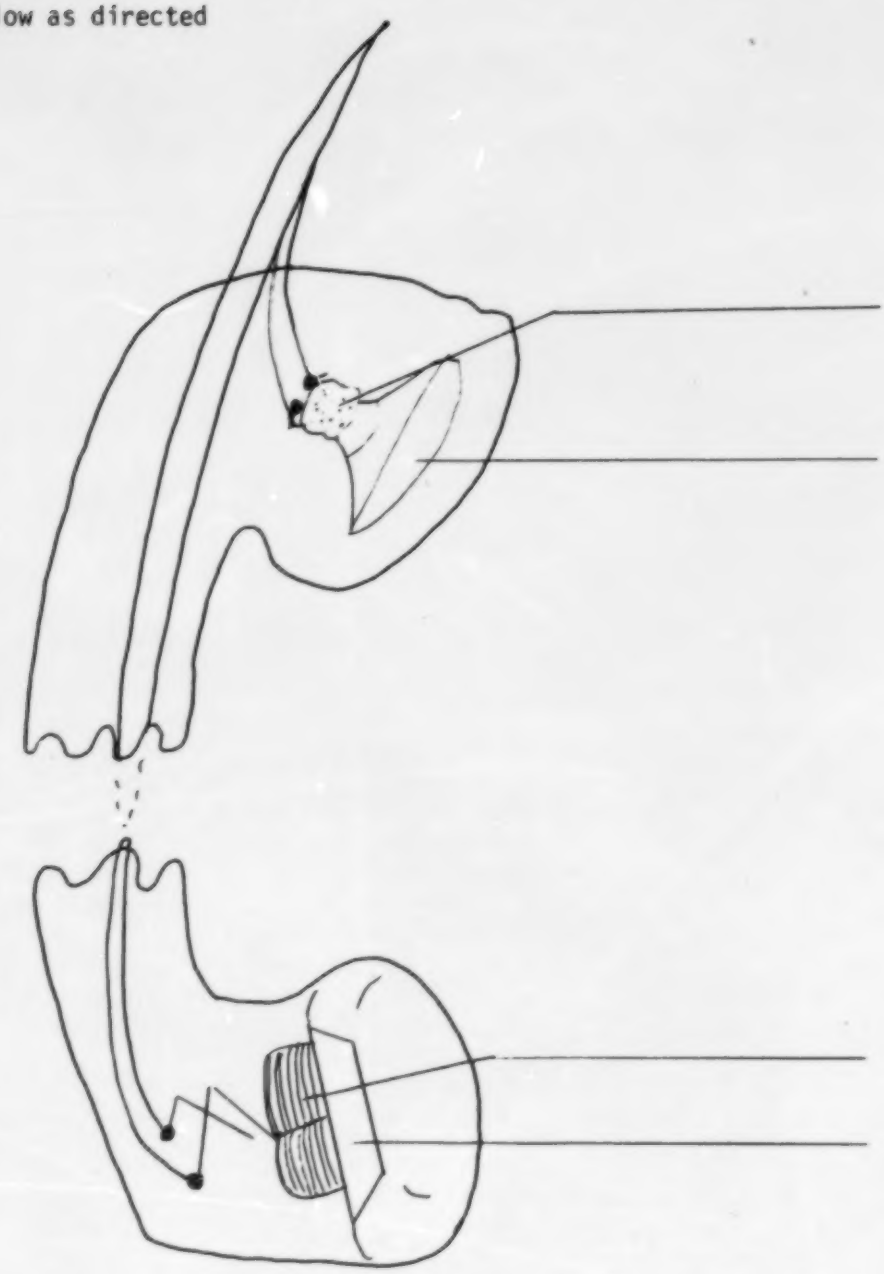


Activity Sheet #23
Telephone

Name_____

Date_____

Fill in the blanks below as directed by your teacher.



Activity Sheet #24

Contract for Advertisement Time

I, the undersigned, agree to pay the School T.V. Advertising Department, _____ for _____ minutes of advertisement time. The type of ad will be described below:

_____

_____

_____

_____
Sponsor

_____
Authorized Signature

_____
Date

Accepted by _____
Salesperson

Date _____

Contract for Advertisement Time

I, the undersigned, agree to pay the School T.V. Advertising Department _____ for _____ minutes of advertisement time. The type of ad will be described below:

_____

_____

_____

_____
Sponsor

_____
Authorized Signature

_____
Date

Accepted by _____
Salesperson

Date _____